REPORT RESUMES

ED 018 599 VT 001 612

DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS. PHASE I REPORT.

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PUB DATE 66

EDRS PRICE MF-$1.00 HC-$10.72 266P.

DESCRIPTORS- *AREA VOCATIONAL SCHOOLS, *STUDENT PERSONNEL SERVICES, *PROGRAM ATTITUDES, OCCUPATIONAL GUIDANCE, QUESTIONNAIRES, PROGRAM EFFECTIVENESS, *STUDENT ATTITUDES, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, SURVEYS, *EDUCATIONAL NEEDS, GEORGIA,

THE STUDENT PERSONNEL SERVICES NEEDED AND THE EXTENT TO WHICH STUDENT PERSONNEL SERVICES WERE BEING PERFORMED IN GEORGIA'S AREA VOCATIONAL-TECHNICAL SCHOOLS WERE DETERMINED. DATA WERE GATHERED BY THE USE OF (1) CRITERION CHECKSHEETS CONTAINING 167 ITEMS ON WHICH ADMINISTRATIVE PERSONNEL INDICATED THE EXTENT TO WHICH A SERVICE WAS NEEDED AND WAS CURRENTLY BEING PERFORMED, AND (2) A SCHEDULE OF STUDENT PERSONNEL SERVICES CONTAINING 69 ITEMS ON WHICH STUDENTS AND FACULTY MEMBERS INDICATED THE EXTENT TO WHICH A SERVICE WAS NEEDED AND WAS CURRENTLY BEING PERFORMED. DATA WERE PROVIDED BY A TOTAL OF 37 ADMINISTRATIVE PERSONNEL, 190 FACULTY MEMBERS, AND 290 FULL-TIME DAY AND 137 PART-TIME NIGHT STUDENTS, REPRESENTING A 10 PERCENT RANDOM SAMPLE, FROM 15 PARTICIPATING SCHOOLS. FOR ALL RESPONDENT GROUPS, THE CONCEPT OF WHAT WAS NEEDED SEEMED TO BE WELL DEFINED. THE DATA INDICATED THAT THE CURRENT PERFORMANCE OF STUDENT PERSONNEL SERVICES IN AREA SCHOOLS WAS INADEQUATE AND WAS NOT MEETING THE NEEDS OF THE STUDENTS. FROM THE REACTIONS OF ALL RESPONDENT GROUPS, IT WAS CONCLUDED THAT AREA SCHOOLS SHOULD PROVIDE EFFICIENT RECRUITMENT AND ADMISSIONS PROGRAMS, A COMPREHENSIVE PERSONNEL RECORD SYSTEM, AN ORGANIZED ORIENTATION PROGRAM, AN INFORMATION SERVICE, PROFESSIONAL COUNSELORS, A JOB PLACEMENT PROGRAM, AND A SYSTEMATIC AND PERIODIC FOLLOWUP STUDY OF GRADUATES, DROPOUTS, AND EMPLOYERS FOR EVALUATING TRAINING PROGRAMS. A BIBLIOGRAPHY, THE INSTRUMENTS, AND DATA FOR EACH INSTRUMENT ITEM ARE INCLUDED. (PS)

ED018599

PHASE 1 REPORT
RESEARCH PROJECT 236

developing a program of student personnel services for area vocational-technical schools

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1776

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PHASE I REPORT

DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1966

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PREFACE

In the late 50's and early 60's, the Georgia State Board of Education initiated a plan to develop a statewide system of area vocational-technical schools on the post-secondary level. By the fall of 1964, fifteen of these schools had been completed, with ten more either on the drawing board or in some stage of construction.

Several factors gave rise to the need for these schools, including economic changes which had taken place in Georgia and throughout the South which created new occupations requiring higher levels of training; the fact that adequate vocational training had not and would not be offered in Georgia's 500 high schools because of the size and cost; the educational characteristics of many of Georgia's citizens which indicated that they did not have the skills needed to enter into the mass of today's vocations without further training; and the continued mobility of population from rural to urban areas which brought many to the city without salable skills. These and many other trends reflected the need for a statewide system of area vocational-technical schools.

Planning and developing an educational program does not necessarily mean that those individuals who could most benefit are free to choose it. Those area schools which had been completed by the fall of 1964 were operating far below capacity enrollment. The schools were plagued with many problems which resulted in this condition, such as poor relationships with surrounding school officials, a public that visualized the school as being primarily intended for delinquents and slow learners, and a high rate of school dropouts.

As the pressure of these problems mounted, it became apparent that answers were needed for certain questions if the eventual $50,000,000 investment in the schools was to contribute adequately to the human and economic development of the state. It was felt that the development of a program of student personnel services in the area vocational-technical schools and the hiring of the competent individuals as personnel workers could result in a closer and more positive relationship with surrounding schools. Assisting potential students in examining the opportunities available in the vocational-technical schools and aiding students in choosing occupational curricula most suited to their abilities, desires, and interests was also seen as a positive requirement. Further efforts in assisting enrolled students to progress within the school setting and in planning and implementing their post-school plans of employment were also needed. Research Project 236 became the means through which a program of student personnel services would be developed.

The major objective of the project was to develop a systematic and organized program of student personnel services in area vocational-technical schools, based on the actual needs of these institutions rather than an attempt to copy programs which had been successful in other institutions. Involving local administrators, teachers, personnel workers and counselors in determining student personnel services needed and in developing programs to meet these needs became the major strategy for accomplishing the above objective. The initial involvement of these persons in the project is the subject of this report.

This report is part of Research Project 236, which is supported by the United States Office of Education under provisions of Section 4(c) of the Vocational Education Act of 1963, and by the Georgia State Department of Education.

The writer takes this opportunity to express sincere appreciation to those who have assisted with this study. Special appreciation is extended to the following members of the faculty of the College of Education, University of Georgia: Dr. Merritt C. Oelke, Dr. Ira E. Aaron, Dr. Joseph C. Bledsoe, Dr. Raymond Payne, Dr. William T. James, Dr. George L. O'Kelley, Dr. Emeliza Swain, and Dr. Illa Rooks, and especially to the writer's wife for her assistance. Sincere thanks to Mrs. Carolyn Allen and Mrs. Connie Judkins for manuscript preparation, and to the Augusta Area Vocational-Technical School for the printing of the report.

Gene Bottoms
January 1966

Chapter I

INTRODUCTION

The Problem

Need for the Study

As a result of the rapid economic and social changes occurring in Georgia, the State Board of Vocational Education is establishing a series of area vocational-technical schools which will provide individuals an opportunity to develop skills needed to become productive members of a growing industrial society. Since the Vocational Division of the State Department of Education is making funds available for the employment of counselors in each vocational-technical school, it is a matter of necessity to determine, as scientifically as possible, the student personnel services needed in Georgia's area vocational-technical schools.

The National Manpower Council (David, 1960) charged that one of the most pressing problems facing vocational-technical education is that of helping a broad range of students select a course of study from which they can benefit the most. This problem implies the need for assisting.students entering vocational-technical schools to understand their assets and the ways that they can best be used in our highly complex industrial society.

Observable within the state are certain demographic, economic, educational, and social trends which emphasize the need for adequate student personnel services in area vocational-technical schools. For example, Belcher (1962) pointed out that the state is rapidly changing from an agricultural to an industrial society. Dunn (1962) stated that unless the South trains more technical and skilled labor it will continue to attract industries which feed off non-skilled labor, thereby holding down the state's economy. Fulmer and Green (1962) contended that the rapid growth of automation, the decline of the need for unskilled labor, and the increased emphasis upon quality education in the state accentuate the need for improved recruitment, selection, and job placement programs in Georgia's area vocational-technical schools.

A review of the literature revealed that no study of this nature has been conducted in vocational-technical schools. However, such writers as Arbuckle (1953), Erickson and Hatch (1959), Rosecrance and Hayden (1960), Froehlich (1958), Patterson (1962), and Farwell and Peters (1959) have contended that the initial act in the development of an effective program of student personnel services should be to survey student and institutional needs for such services. This procedure insures that student personnel services actually grow out of the needs of the students, faculty members, and administrators. It is based upon the assumption that student personnel activities are established to fulfill a particular need or needs rather than being carbon copies of services that have proved successful in other institutions.

Statement of the Problem

The problem of this study was to determine the student personnel services needed and the extent to which student personnel services were being performed in Georgia's area vocational-technical schools.

The data were gathered by use of the Criterion Checksheet and the Schedule of Student Personnel Services. The Criterion Checksheet was divided into two sections designated as Copy 1 and Copy 2. Copy 1 of the Criterion Checksheet was an instrument designed for administrative personnel of area vocational-technical schools to indicate the extent to which a service was needed. Copy 2 of the Criterion Checksheet was an instrument designed for administrative personnel of area vocational-technical schools to indicate the extent to which a service was currently being performed. The Schedule of Student Personnel Services was divided into two sections designated as Copy 1 and Copy 2. Copy 1 of the Schedule was an instrument designed for students and faculty members of area vocational-technical schools to indicate the extent to which a service was needed. Copy 2 of the Schedule was an instrument designed for students and faculty members of area vocational-technical schools to indicate the extent to which a service was currently being performed.

Objectives of the Study

The major objectives of the study were as follows:

1. To survey the student personnel services needed in area vocational-technical schools as perceived by administrators, faculty members, and students.

2. To determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by administrators, faculty members, and students.

3. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as

perceived by faculty members and students in area vocational-technical schools.

4. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by full-time day preparatory students and part-time night preparatory students.

5. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by full-time day preparatory students when grouped according to the following variables: age, sex, size of day school enrollment, and number of counselors.

6. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by part-time night preparatory students when grouped according to the following variables: age, sex, size of night school enrollment, and number of counselors.

7. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by faculty members when grouped according to the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors.

Hypotheses

The following hypotheses were tested:

1. Faculty members and students do not differ significantly in their perceptions of student personnel services needed and extent to which student personnel services are being performed in area vocational-technical schools.

2. Full-time day preparatory students and part-time night preparatory students do not differ significantly in their perceptions of student personnel services needed and the extent to which student personeel services are being performed in area vocational-technical schools.

3. Full-time day preparatory students do not differ significantly in their perceptions of student personnel services needed

and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, size of day school enrollment, and number of counselors employed in the school.

4. Part-time night preparatory students do not differ significantly in their perceptions of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, size of night school enrollment, and number of counselors employed in the school.

5. Faculty members do not differ significantly in their perceptions of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors employed in the school.

Basic Assumptions

The following basic assumptions were made concerning the present investigation:

1. School administrators, faculty members, and students in the area vocational-technical schools are in the best position to recognize student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools.

2. A Criterion Checksheet and a Schedule of Student Personnel Services used in this study are valid methods of studying the student personnel services needed and the extent to which student personnel services are being performed as perceived by administrators, faculty members, and students in area vocational-technical schools.

Definition of Terms

Definitions of terms particularly relevant to this study were as follows:

1. Student personnel services.—That group of services (recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at

choice points: before he enters the vocational-technical school, while he is attending, and after he leaves the school.

2. Recruitment service.—The process of interpreting the vocational-technical school to the student, his family, and his high school counselor in terms of its services and opportunities for success.

3. Admission service.—The process of aiding the individual student in selecting and enrolling in a vocational-technical school course that is most realistic for him in terms of his abilities, aptitudes, and interests.

4. Personnel record service.—The process of keeping and utilizing personnel records in the improved understanding of and service to the individual student not only as he has contact with the classroom, but also as he participates in all phases of his school life.

5. Orientation service.—A program of activities designed to facilitate the student's entrance into and adaptation to his new life and environment as a member of the vocational-technical school.

6. Information service.—The process of providing the student with facts about his environment--about educational and occupational opportunities and requirements.

7. Counseling service.—The process of assisting the student in thinking through his educational, vocational, and personal adjustment decisions through the services of a professional counselor.

8. Placement service.—The process of assisting the student in finding appropriate employement after leaving school.

9. Follow-up service.—The process of determine how the student's plans worked out and how effectively the educational program served him.

10. Georgia's area vocational-technical schools.—Those publicly operated schools which offer vocational-technical training to students who have completed or left high school and are available for full- or part-time study. These schools serve local school districts.

11. Administrative personnel of area vocational-technical schools.—The directors, assistant directors, and counselors of the 15 participating area vocational-technical schools. However, at the time of this study many area schools did not have an assistant director or a counselor.

12. Faculty members.—All those employed as instructors in the fifteen participating schools.

13. Students.—Those full-time day preparatory and part-time night preparatory students enrolled in Georgia's area vocational-technical schools during the months of October and November, 1964.

14. Perceived.—The opinion of the area vocational-technical school administrative personnel, students, and faculty members concerning the need for student personnel services and the extent to which student personnel services were performed in Georgia's area vocational-technical schools.

15. Criterion Checksheet.—The instrument developed by the investigator and designed for use by administrative personnel in area vocational-technical schools in the study of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools. A group of 167 services was included in each of the two copies of the instrument. Copy 1 is related to the services needed while Copy 2 is related to the services performed in area vocational-technical schools. The Criterion Checksheet is organized into two major divisions: (1) provisions and facilities, and (2) student personnel services. The student personnel service division is further broken down into the following major categories: recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up.

16. Schedule of Student Personnel Services.—The instrument developed by the investigator by selecting sixty-nine items from the Criterion Checksheet used by students and faculty members in area vocational-technical schools in the study of student personnel services needed and the extent to which student personnel services are being performed. Copy 1 is related to the services needed while Copy 2 is related to the services performed in area vocational-technical schools.

17. Certification level.—Three different levels of certification are provided for instructors in area vocational-technical schools: (a) One year permit--Instructors with less than thirty quarter hours of college credit in trade and industrial education; (b) Five year permit--Instructors with at least thirty quarter hours of college credit in trade and industrial education; (c) Professional certification--Instructors with at least a Bachelor of Science degree in their particular field.

Chapter II

PROCEDURE FOR CONDUCTING THE STUDY

Four areas were selected for describing the procedure used in conducting the study: (a) developing the instruments, (b) selecting the respondents, (c) collecting the data, and (d) treating the data statistically.

Developing the Instruments

Content and Use of the Criterion Checksheet

A first consideration was to search for an instrument which might be utilized in the present investigation. A survey of the literature concerning student personnel services did not reveal an instrument suitable for area vocational-technical schools. Most instruments were not comprehensive enough to study adequately the student personnel services needed and being performed in area vocational-technical schools. The decision was made to construct an instrument that seemed to cover the major services needed in the area vocational-technical schools, and to develop items that would set forth a criterion or level at which the service was to be performed, thus enabling the respondents to indicate the level at which each service was needed and the level at which each service was being performed in the area vocational-technical schools. This instrument was developed by studying the background against which the area vocational-technical schools were operating and by studying the instruments that had been used to study student personnel services in other institutions such as secondary schools, junior and senior colleges.

The Criterion Checksheet was organized into two major divisions: provision and facilities, and student personnel services. The student personnel division was organized into eight areas: recruitment, admission, personnel records, orientation, information, counseling, job placement, and follow-up. The provision and facilities division contained 20 items and the eight areas of student personnel services contained a total of 147 items. The items were stated in specific terms and with specific criteria, thus allowing the respondents to designate the level at which a service is needed and is performed.

The Criterion Checksheet was divided into two sections designated as Copy 1 and Copy 2, both containing the same items. The respondents, administrative personnel of area vocational-technical schools, were asked to respond to Copy 1 of the Criterion Checksheet according to the directions that appeared on the cover of the Checksheet (Appendix A).

The respondents were asked to respond to Copy 2 of the Criterion

Checksheet according to the directions that appeared on the cover of the Checksheet (Appendix A).

Content and Use of the Schedule

Because it did not seem feasible to ask faculty members and students to respond to many of the items on the Criterion Checksheet, a Schedule of Student Personnel Services was constructed by selecting specific items from the Criterion Checksheet. The 69 functions contained in the Schedule of Student Personnel Services were parallel to 69 of the items in the Criterion Checksheet.

The Schedule of Student Personnel Services was divided into two sections designated as Copy 1 and Copy 2, both containing the same items. The respondents, students and faculty members of area vocational-technical schools, were asked to respond to Copy 1 of the Schedule of Student Personnel Services according to the directions that appeared on the cover of the Schedule of Student Personnel Services (Appendix B).

The respondents, students and faculty members of area vocational-technical schools, were asked to respond to Copy 2 of the Schedule of Student Personnel Services according to the directions that appeared on the cover of the Schedule of Student Personnel Services (Appendix B).

Validity of the Criterion Checksheet

Bledsoe, 1963; Ferber, 1962; Good, 1963; and Hillway, 1956, support this procedure for validating the Criterion Checksheet. The validity of the Criterion Checksheet was determined by: (a) careful construction of the instrument, and (b) evaluation by a panel of judges composed of counselor and vocational educators from the College of Education, University of Georgia; Georgia Southern College; and the Georgia State Department of Education.

The construction of the instrument followed a review of the background against which area vocational-technical schools were operating, review of related studies, and an examination of instruments used in other studies at the college and secondary level. On the basis of this review a list of statements necessary for student personnel services was developed. In order for a statement to set forth a criterion or level at which a function should be performed, each statement was reworked to set forth a criterion. The statements were broken down into two major categories, provisions and facilities, and student personnel services. Student personnel services were arranged into eight sub-categories (recruitment, admission, orientation, personnel records, information, counseling, placement, and follow-up) in what seemed to be a logical order. Also items under each sub-category were arranged in logical order.

The next step in the validity study was to develop a preliminary draft of the Criterion Checksheet and submit this draft to a panel of 15 counselor educators and 10 vocational educators from the College of Education, University of Georgia; Georgia Southern College; and the Georgia State Department of Education to determine their judgments. The panel of counselor and vocational educators were asked by mail or in person to evaluate the validity of the Criterion Checksheet by use of a second instrument--Evaluation of Criterion Checksheet (Appendix C). The evaluation instrument contained specific instructions to be followed by the judges. Space was provided for comment on each subcategory of services that made up the instrument. The purposes of the evaluation were stated:

1. To determine if the items of the Criterion Checksheet were clearly stated.
2. To determine if each item was suitable to describe a given function.
3. To determine if each item was a suitable service for vocational-technical schools.
4. To determine if the items in each group adequately described the stated services.

The educators judged the Criterion Checksheet to be adequate in covering the services given. Several suggestions were made in regard to wording, arrangement, addition, and elimination of items. These suggestions were tallied, compared, and used as guides in developing the final form of the instrument. The most significant change was to divide the instrument into two sections designated as Copy 1 and Copy 2.

Validity of the Schedule of Student Personnel Services

Since the Criterion Checksheet was considered to be valid, 69 items were taken from the Criterion Checksheet and used to develop a Schedule of Student Personnel Services to be given to students and faculty members in area vocational-technical schools. The Schedule of Student Personnel Services was developed because it did not seem feasible to ask students and faculty members all the items on the Criterion Checksheet. The 69 items selected from the Criterion Checksheet were those which it was felt students and faculty members could judge.

The preliminary draft of the Schedule of Student Personnel Services was administered to a sampling of 40 students at North Georgia Vocational-Technical School for the purpose of determining whether the students could read and understand the items. These students were given the following instructions:

1. Read the instructions carefully and complete the instrument to indicate the extent to which each service is needed and the extent to which each service is currently being performed.

2. As you read the instructions and each item, underscore any word that you do not understand.

3. In the space provided for comments, indicate the numbers of any items which are not clear to you.

4. Make any further suggestions that might improve the instrument.

As a result of administering the instrument to students, numerous changes were made in the wording of items, directions, and scoring procedures of the instrument. The most significant change was to divide the Schedule of Student Personnel Services into two instruments, Copy 1 and Copy 2. The 69 items on the Schedule of Student Personnel Services were parallel in form and structure to 69 items on the Criterion Checksheet so that a comparison between the two instruments could be made on these items.

Reliability of the Schedule of Student Personnel Services

Three concepts of reliability or types of coefficients were described by Cronbach (1960): (a) the coefficient of stability, (b) the coefficient of equivalence, and (c) the coefficient of equivalence and stability.

Garrett (1960) described four common procedures for computing the reliability coefficient: (a) test re-test, (b) alternate or parallel forms, (c) split-half technique, and (d) rational equivalence.

Garrett (1960) supported the use of the test re-test method:

> Given sufficient time interval between the first and second administration of a test to offset--in part at least--memory practice and other carry over effects, the re-test coefficient becomes a close estimate of the stability of the test scores. In fact when the test is given and repeated, the reliability coefficient is primarily a stability coefficient (Garrett, 1960, p. 338).

The test re-test procedure was selected as the method to be used to determine the stability of the separate responses of students and faculty members to the items in the Schedule of Student Personnel Services.

Since the relationship among the measurements obtained was non-linear, the rank difference method was selected for computing the test re-test correlation. Careful consideration was given to the number and the nature of the response alternatives described in Copy 1 and Copy 2 of the Schedule of Student Personnel Services:

Copy 1

1. Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.

2. Good provision is made for performing this service in an organized and systematic pattern.

3. Irregular provision is made for performing this service.

4. Little or no provision is made for performing this service in the area vocational-technical school.

5. I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Copy 2

1. Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.

2. Good provision is made for performing this service in an organized and systematic pattern.

3. Irregular provision is made for performing this service.

4. Little or no provision is made for performing this service in the area vocational-technical school.

5. I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Garrett (1960) supported the use of the rank-difference method of computing correlations as follows:

> The correlation coefficient is valuable to psychology and education as a measure of the relationship between test scores and other measures of performance. But many situations arise in which the investigator does not have scores and must work with data in which differences in a given attribute can be expressed only by ranks. . .There are problems in which the relationship among the measurement made is non-linear, and cannot be described by the product-moment r. . .
>
> Differences among individuals in many traits can often be expressed by ranking the subjects in 1-2-3 order when such

> differences cannot be measured directly (Garrett, 1960, p. 371).

The procedure used to determine the correlation between test and re-test was as follows: (a) the responses of each individual to each of the 69 items were treated as scores; (b) these individual scores were grouped obtaining a total group score for each item; (c) test re-test scores on each of the 69 items were determined by ranking the group scores obtained on the two administration dates. Correlations were computed by using the Spearman formula for rank order correlations (Garrett, 1960, p. 372):

$$p = 1 - \frac{6 X \Sigma D^2}{N (N^2 - 1)}$$

The Schedule of Student Personnel Services, Copy 1 and Copy 2, was first administered to a class of area school faculty members during summer school at the University of Georgia. The second administration of the instrument was two weeks later. The test re-test study included 31 faculty members.

The coefficient obtained for Copy 1 (extent to which the services are needed) was .80, while the correlation for Copy 2 (extent to which the services are currently being performed) was .88. Both of these were significant at the .01 level.

The Schedule of Student Personnel Services, Copy 1 and Copy 2, was first administered to a group of area school students and then readministered approximately five weeks later. The test re-test study included 28 students.

The coefficient obtained for Copy 1 (extent to which services are needed) was .91, while the correlation for Copy 2 (extent to which services are currently being performed) was .92. Both of these were significant at the .01 level.

Selecting the Respondents

Schools

A decision was made to include in the study all the area vocational-technical schools that had been in operation at least one year prior to this study, and the two state technical-vocational schools. This represented a total of 15 schools participating in the study.

Administrative Personnel

A decision was made to include in the study all administrative personnel employed in the 15 participating schools. The administrative personnel in each school would include the director, assistant director, and guidance personnel. However, several of the participating schools did not have personnel in all the above positions. A total of 37 administrative personnel participated in the study.

Faculty Members

All individuals employed as faculty members in the 15 participating schools were included in the study. A total of 190 faculty members participated in the study.

Students

A decision was made to include a 10 per cent random sampling of area vocational-technical school full-time day preparatory students in the study. Also, a decision was made to include a 10 per cent random sampling of part-time night preparatory students in those 10 area vocational-technical schools which operated a night program. A total of 290 full-time day preparatory students and a total of 137 part-time night preparatory students participated in the study.

The next consideration for selecting the student respondents was a two-stage sampling procedure: (a) students were first stratified in each school by courses, and (b) a 10 per cent sampling of students from each course in the 15 participating schools was taken by choosing the first name and every tenth name thereafter from an alphabetical list of students enrolled in the course.

In a discussion of methods used to select a random sampling from a population, Good and Scates (1954) described systematic sampling and stratified random sampling technique:

> In "systematic sampling" every nth name from a list, or area from a map, etc., may be used. . .In "stratified random sampling" the population is first subdivided into two or more strata (classes) and then from each stratum is taken a predetermined number of observations (sample) at random (Good and Scates, 1954, p. 601).

Bledsoe (1963, p. 83) stated that systematic sampling may be considered as random unless some factor in the listing enters in to create a bias.

Collection of Data

Most of the data needed for the study were collected by administering personally two copies of the Criterion Checksheet to each administrative staff member and two copies of the Schedule of Student Personnel Services to each participating student and faculty member.

The administrators of the 15 schools participating in the study were contacted by telephone, and dates were set up for visiting the school. A letter verifying the date, along with a possible schedule that could be followed during a two day visit, was mailed to each school.

The collection of data in each school was accomplished in the following manner: (a) Copy 1 and Copy 2 of the Criterion Checksheet was completed in each school by having all the administrative personnel decide on the rating for their school; (b) a sampling of students was made by the procedure previously described, and a time and place was designated for administering both copies of the Schedule of Student Personnel Services to students; and (c) a time and place was designated for administering both copies of the Schedule of Student Personnel Services to faculty members.

Copy 1 and Copy 2 of the Criterion Checksheet was personally administered to the administrative personnel in the 15 participating schools. The administrative personnel in each school met as a group and reached a common agreement on the extent to which each service was being performed in that area vocational-technical school.

Both copies of the Schedule of Student Personnel Services were personally administered to 190 faculty members in the 15 participating schools.

Both copies of the Schedule of Student Personnel Services were personally administered to 290 full-time day preparatory students from the 15 schools participating in the study and to 137 part-time night preparatory students from 10 of the 15 schools participating in the study who operated a night program. An effort was made to keep the administration groups small by scheduling as many separate administrations as were needed to keep the number in each group below 30.

A standardized procedure for collecting administrative personnel's, faculty members , and students responses was carefully outlined and followed consistently in each of the 15 schools as follows:

1. The purposes of the study were briefly explained.

2. The purposes and instructions printed on the cover of each instrument were explained.

3. An example was reviewed and illustrated with charts. Emphasis was placed on explaining the five response alternatives, the method of responding, and the organizational design of the instruments.

4. Respondents were encouraged to ask questions about any terms or items that needed further clarification as they completed the instrument.

Tabulation was made for each school and retuned for local planning.

Treating the Data Statistically

The data obtained from use of the instruments were compiled, tabulated, and statistically treated in accordance with the following outline.

One of the objectives of the study was to survey the student personnel services needed in area vocational-technical schools as perceived by administrative personnel, faculty members, day students, and night students. The responses 1, 2, 3, 4, and 5 on Copy 1 of the Criterion Checksheet indicated the extent of need for each of the 167 items. In pursuing this objective, all responses were recorded in tabular form by frequencies and percentages for each item.

Responses to each of the 167 items on the Criterion Checksheet were tabulated for the 37 administrative personnel as a group.

The responses 1, 2, 3, 4, and 5 on Copy 1 of the Schedule of Student Personnel Services indicated the extent of need for each of the 69 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

Responses to each of the 69 items on the Schedule of Student Personnel Services were tabulated for the 190 faculty members as a group, the 290 full-time day preparatory students as a group, and 136 part-time night preparatory students as a group.

A second objective was to determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by administrators, faculty members, day students, and night students. The responses 1, 2, 3, 4, and 5 on Copy 2 of the Criterion Checksheet indicated the extent to which each service was being performed for each of the 167 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

Responses to each of the 167 items on the Criterion Checksheet were tabulated for the 15 administrative groups in the 15 participating area vocational-technical schools.

The responses 1, 2, 3, 4, and 5 on Copy 2 of the Schedule of Student Personnel Services indicated the extent to which each service was being performed for each of the 69 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

The responses to each of the 69 items on the Schedule of Student Personnel Services were tabulated for the 190 faculty members as a group, the 288 full-time day preparatory students as a group, and the 137 part-time night preparatory students as a group.

A third objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by faculty members and students in area vocational-technical schools.

A chi-square test was used on each of the 69 items on the Schedule of Student Personnel Services to determine whether faculty members, day students, and night students differed significantly in their perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools.

The chi-square values were used to test a null hypothesis.

A fourth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as percieved by full-time day preparatory students and part-time night preparatory students in area vocational-technical schools.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether full-time day preparatory students and part-time night preparatory students differed significantly in their perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools.

The chi-square values were used to test a null hypothesis.

A fifth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among full-time day preparatory students when grouped on the following variables: age, sex, size of day school enrollment, and number of counselors.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of full-time day preparatory students as to student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

A sixth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among part-time night preparatory students when grouped on the following variables: age, sex, size of night school enrollment, and number of counselors.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of part-time night students as to students personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools, when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

A seventh objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among faculty members when grouped on the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors.

A chi-square test used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of faculty members as to student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

Analysis of the Data

The data in this chapter were analyzed in terms of frequencies, percentages, and modal responses of administrative personnel on each of the 167 items on Copy 1 and Copy 2 of the Criterion Checksheet. This procedure was used to fulfill the following two objectives: (1) Survey the student personnel services needed in area vocational-technical schools as perceived by administrative personnel. (2) Determine the extent to which student personnel services were being performed in each area vocational-technical school as perceived by the administrative personnel, as a group, in each school.

Type of Tables for Presenting the Data

Two types of tables were used to present the data concerning administrative personnel's perception of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools. One table was used to show modal responses of administrative personnel pertaining to the extent to which each of the 167 services was needed and was being performed in area vocational-technical schools. The modal choice was presented in terms of frequencies and percentages of administrative personnel responses. A second table showing frequencies and percentages of administrative personnel's responses to Copy 1 and Copy 2 of the Criterion Checksheet was included in Appendix D.

A Descriptive Analysis of Administrative Personnel's Reactions to the Criterion Checksheet

The administrative personnel most frequently selected response number one, "essential," when completing Copy 1 of the Criterion Checksheet. Table 1 lists 118 items on which the administrative personnel most frequently selected response number one and shows the related frequencies and percentages.

Response number two, "desirable," was selected most frequently by administrative personnel for 44 of the items. These items, along with related frequencies and percentages, are presented in Table 2.

Administrative personnel most frequently selected number three, "little value," for one of the items. This item, along with related frequencies and percentages, is presented in Table 3.

Administrative personnel had responses numbers one and two, "essential," and "desirable," as a bimodal choice for three of the items. These items, together with related frequencies and percentages, are presented in Table 4.

Response number four, "undersirable," and response number five, "uncertain or do not know," were not chosen most frequently for any of the items. Table 67, Appendix D, shows that relatively few administrators selected either of these choices for any item when completing Copy 1 of the Criterion Checksheet.

Table 1

Administrative Personnel's Modal Choices of "essential" with Respect to Student Personnel Services Needed (Copy 1)
(N = 37)

Items	Frequencies	Percentages
I. PROVISIONS AND FACILITIES		
The administration provides...		
1. a counseling office that is accessible to students and offers privacy during counseling.	36	97
2. office equipment and supplies needed such as desk, telephone, bookcases, etc.	34	92
3. clerical assistance in carrying on correspondence activities and other related jobs.	33	89
4. an adequate record system to serve administrative, instructional, and guidance purposes.	36	97
5. filing facilities for personnel records.	35	97
6. safeguards needed to maintain the security of personnel records.	26	70
7. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admissions program.	31	84
8. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T schools.	26	70
9. funds for developing printed materials such as a catalogue, visual, and audio-visual materials to be used in the recruitment program.	26	70
10. adequate professional materials such as basic guidance texts, texts in tests and measurement, and current periodicals in guidance and vocational education.	23	62
12. sufficient space for testing small groups of students (1 to 10).	31	84
The administration provides leadership. . .		
13. in employing a professional counselor with a 5th year Certification in counseling.	21	57
14. in helping the counselor decide which student personnel services are in greatest need of development at the present.	24	65
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies.	28	75
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others.	25	68
17. in clarifying responsibilities where more than one counselor is employed.	31	84
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services.	20	54
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program.	33	89
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor.	30	81
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
21. the AV-T school program, course offerings, facilities, and equipment.	34	92
22. the admission requirements, entrance tests, tuition, and expenses.	33	89
23. the job placement program provided students.	27	73
Organized visits are developed for groups to tour the AV-T school including. . .		
27. students in surrounding high schools.	24	65

(Table continued on next page)

Table 1 (Continued)

Items	Fre-quencies	Per-centages
28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	22	59
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
30. surrounding high schools on college and career days.	26	70
31. surrounding high schools to talk with groups of students and with individual students.	29	78
32. state employment office.	21	57
33. prospective employers.	23	62
34. industry to talk with groups of employees.	20	54
Procedures are developed for. . .		
36. releasing information about entrance date, programs of study, and performance of former students to local newspaper and radio station.	28	76
37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools.	21	57
38. sending brochures to employment counselors, vocational rehabilitation counselors, and other individuals in a position to refer prospective students to the school.	20	54
B. Admission Service		
A person has been designated by the school to. . .		
40. be responsible for the admission program.	32	86
Each person applying for admission to the AV-T school is required to. . .		
41. have an interview with the person in charge of admissions.	21	57
42. complete an application form.	36	97
43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	30	81
44. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	27	73
45. present a statement concerning the condition of his health from a physician of his own choosing.	20	54
46. provide the school with a copy of his high school record.	30	81
47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.	21	57
48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	24	65
The person in charge of admissions is responsible for. . .		
49. working with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed.	20	54
50. having entrance examinations scored prior to the applicant's acceptance into the school.	31	84
51. determining whether the applicant meets the criteria that have been established for the particular course.	30	81
Procedures are developed for. . .		
52. screening those students who need remedial work in reading or math and scheduling classes as they are needed.	20	54

(Table continued on next page)

Table 1 (Continued)

Items	Frequencies	Percentages
C. Personnel Records		
A permanent personnel folder is developed on each prospective student which includes. . .		
54. personal history questionnaire, application form, entrance tests, high school records, health form, interview notes, and other pertinent admission information.	28	76
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
55. ratings by instructors, grades, comments, and observations.	31	84
58. a sheet designed to obtain information on the student when he drops out or leaves school.	21	57
59. follow-up information of former students' success.	30	57
Instruments used for collecting data on students are designed so that. . .		
60. each is an intergral part of the whole personnel record system.	27	73
61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades).	26	70
62. forms are compact and data are easily and accurately recorded, checked, and filed for later use.	29	78
63. forms are dated before being filed.	29	78
64. forms contain a blank space for adding pertinent information in the future that is not specified at this time.	21	57
Procedures are developed for. . .		
65. making personnel records easily accessible for professional use.	25	68
66. the counselor to control confidential information such as counseling interview notes and personality test scores.	33	89
67. checking all entry, assignment, withdrawal, and transfer records.	26	70
69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves.	28	76
70. instructing the staff in the use of personnel records through periodic in-service activities.	19	51
Personnel records at this school contain the following information on all students. . .		
71. identification data such as name, sex, place and date of birth (student number if data processing is used).	35	95
72. marital status of student and number of children.	21	57
74. full name, address, and telephone number of each parent or guardian.	18	49
79. health record filled in by student.	21	57
80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy.	32	87
82. conduct or citizenship record.	20	54
83. attendance and tardiness record; reason for excessive absence or tardiness.	24	65
87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received.	26	70
92. course selected; record of changes with reasons for the changes.	28	76
93. attitude towards the AV-T school.	19	51
94. reasons for dropping out of the AV-T school.	27	73
96, date leaving or graduated from AV-T school.	33	89
97. follow-up record after leaving AV-T school.	30	81

(Table continued on next page)

Table 1 (Continued)

Items	Frequencies	Percentages
Personnel records on students are used by. . .		
99. a professional counselor to assist prospective students in selecting a course of study.	30	81
100. a professional counselor to assist students in planning their next step after graduation from AV-T school.	29	78
101. a professional counselor to facilitate counseling interviews.	30	81
102. the school to send appropriate information about students to employers.	26	70
103. faculty members to facilitate the instructional program.	25	68
D. Orientation Service		
Information about the school program is provided for new students during the first week by means of. . .		
104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	21	57
106. a handbook or mimeographed copies of rules, policies, and regulations.	20	54
Procedures have been developed for familiarizing students with the world of work through. . .		
107. a unit taught by each instructor.	19	51
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
112. a file of occupational materials and books related to the courses offered at the AV-T school.	24	65
117. copies of the current edition of the Occupational Outlook Handbook.	18	48
118. Dictionary of Occupational Titles.	18	48
Adequate quantities of (at least five) publications are provided for students' use on. . .		
125. writing letters of application.	19	51
126. completing job application forms.	24	65
127. preparing for a job interview.	23	62
128. problems encountered in the job situation.	21	57
129. good work habits and good employer-employee relations.	26	70
130. self improvement such as dress, manners, health habits, and the value of desirable personality traits.	27	73
F. Counseling Service		
A professional counselor is available for assisting students. . .		
132. who have recently enrolled in school and have adjustment problems.	30	81
133. who have financial problems related to educational and occupational planning.	27	73
134. who have difficulties in their relationships with students and staff members.	29	78
135. who have personal problems.	27	73
136. who need to gain a better understanding of themselves, their abilities, interests, and motivations, and limitations.	28	76
137. who need information regarding military service and other special problems related to educational-vocational planning.	19	51
138. in developing and carrying out post-school plans.	22	59
Personal conferences with a professional counselor are scheduled for all students who. . .		
141. are failing and/or having learning difficulties.	30	81

(Table Continued on next page)

Table 1 (Continued)

Items	Frequencies	Percentages
142. have irregular attendance.	30	81
143. withdraw from school.	27	73
144. desire to transfer from one course to another.	29	78
Joint procedures have been worked out between the counselor, staff, and administrator. . .		
145. on methods to be followed in referring students to the counselor.	31	84
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
146. is responsible for developing forms to be used in the job placement service such as job request form, student information form, job referral form, etc.	25	68
147. maintains files, records, and organized arrangement of job requests received from employers.	27	73
148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received.	25	68
149. surveys local employers in determining job openings.	22	60
150. utilizes state employment office, employers of former students, and others in locating job openings for current students.	21	57
152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation.	24	65
153. assists students in preparing for job interviews.	25	67
154. maintains a record of AV-T school droupouts seeking employment.	19	51
155. assists students in finding employment after completing a course of study.	31	84
H. Follow-up Service		
Regular and periodic follow-up studies are conducted of. . .		
159. all graduates to determine their progress and adjustment on the job.	27	73
161. all graudates and dropouts to determine reactions towards the training that they received and possible changes they feel should be made in the training program.	24	65
162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates.	28	76
Information obtained from follow-up studies is summarized by. . .		
163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students.	27	73
Information obtained from follow-up studies is used by. . .		
164. administrator and faculty for discussion and possible implication for changes in the school program.	31	84
165. the school and employers to study placement and adjustment problems of students.	26	70
166. the school counselor to study the effectiveness of admission criteria.	32	86
Procedures are developed for. . .		
167. objectively evaluating student personnel services by students and faculty.	25	68

Table 2

Administrative Personnel's Modal Choices of "Desirable" With Respect to Student Personnel Services Needed (Copy 1)

(N = 37)

Items	Fre-quencies	Per-centages
I. PROVISIONS AND FACILITIES		
The administration provides. . .		
11. sufficient space for testing extremely large groups of students (50 to 100).	16	43
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose.	25	68
25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students would be given to high school counselors and students.	20	54
Organized visits are developed for groups to tour the AV-T school including. . .		
26. parents of high school students.	20	54
35. PTA's and other civic organizations.	22	59
Procedures are developed for. . .		
39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but are offered in another AV-T school.	29	78
B. Admission Service		
Procedures are developed for. . .		
53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	23	62
C. Personnel Records		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
56. standardized tests that are administered to the student as need for the information occurs.	17	46
57. an autobiography.	23	62
Procedures are developed for. . .		
68. filing personnel information in sequential order so that relationship and progress can be easily traced.	23	62
Personnel records at this school contain the following information on all students. . .		
73. occupation of wife or husband.	23	62
75. occupational, educational, and marital stuats of each parent.	23	62
76. number of siblings older and younger than student.	23	62
78. economic status of family such as home ownership.	19	51
81. special achievements and honors received in and out of school.	24	65
84. group scholastic aptitude test results.	21	57
86. test or reading and math acheivement.	20	54
88. record of subsequent entry to other educational institutions.	19	51
89. special talents and hobbies such as music, art, athletics, reading, etc.	21	56

(Table continued on next page)

Table 2 (Continued)

Items	Frequencies	Percentages
90. statement of student's interests.	22	60
91. complete record of work experience.	21	57
95. statement of post-graduation intentions.	23	62
D. Orientation Service		
Information about the school program is provided for new students during the first week by means of. . .		
105. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	20	54
Procedures have been developed for familiarizing students with the world of work through. . .		
108. one or more planned field trips to industries where students can observe work situations.	22	59
109. group discussions with former students, employees, and employers.	27	73
110. a unit on "How to Find Employment."	17	46
Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
111. available to all students whose school achievement and general aptitude is low.	23	62
E. Information Service		
Provisions are made for the making of the following types of information available for students' use. . .		
113. written reports of follow-up studies of former students and their success.	22	59
114. results of studies of local employment conditions and job opportunities available on local, state, and national level.	24	65
115. results of studies on occupations that are declining and re-training programs.	20	54
116. report of apprenticeship and union requirements.	22	59
119. information regarding state and federal labor laws.	20	54
120. materials on the improvement of reading and study skills such as pamphlets and study guides.	24	65
121. a file on military service obligations and opportunities.	26	70
122. information about community and state resources (health, rehabilitation, welfare, etc.).	25	68
123. college catalogues (especially colleges in Georgia).	20	54
Adequate quantities of (at least five) publications are provided for students' use on. . .		
124. seeking employment.	20	54
131. recreational opportunities available in the community.	27	73
F. Counseling Service		
A professional counselor is available for assisting students. . .		
139. in making wise choices of leisure time activities.	21	57
Personal conferences with a professional counselor are scheduled for all students who. . .		
140. have just enrolled in school (an introductory type of interview).	20	54
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
156. assists students withdrawing from school to obtain employment.	21	57

(Table continued on next page)

Table 2 (Continued)

Items	Frequencies	Percentages
157. assists former students in finding employment.	18	49
158. assists students in finding part-time employment.	18	49
H. Follow-up Service		
Regular and periodic follow-up studies are conducted of. . .		
160. all school dropouts to determine their progress and adjustment on the job.	19	51

Table 3

Administrative Personnel's Modal Choices of "Little Value" With Respect to Student Personnel Services Needed (Copy 1)
(N = 37)

Items	Frequencies	Percentages
II. STUDENT PERSONNEL SERVICES		
C. Personnel Records		
Personnel records at this school contain the following information on all students. . .		
77. marked talents or accomplishments of family members or near relatives.	15	41

Table 4

Administrative Personnel's Bimodal Choices of "Essential" and "Desirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 37)

Items	Frequencies*	Percentages*
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Organized visits are developed for groups to tour the Area Vocational-Technical School including. . .		
29. other interested groups in the community (representatives from industry and civic groups).	18	49
C. Personnel Records		
Personnel records at this school contain the following information on all students. . .		
85. results of vocational interest inventories.	18	49
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
151. arranges for employers to visit the school to interview students.	18	49

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*Single frequencies and percentages are presented.

When the administrative personnel in each school met, as a group, and completed Copy 2 of the Criterion Checksheet, indicating the extent to which each service was being performed in that Area Vocational-Technical School, the results of their responses indicated four levels of modal choice. Table 5 discloses that the administrative personnel selected number one, "excellent provision," for 61 of the items in the Criterion Checksheet.

Relatively few administrative personnel selected response number two, "good provision," and number three, "irregular provision." Table 6 shows that a modal choice of response number two was shown for 14 of the items. Table 7 indicates that a modal choice of response number three was shown for 12 of the items.

However, administrative personnel most frequently selected response number four, "little or no provision," for 65 of the items as shown in Table 8.

Table 9 shows that administrative personnel had 14 bimodal and trimodal response patterns for Copy 2 of the Criterion Checksheet.

Response number five, "uncertain or do not know," was not chosen most frequently for any of the items. Table 67, Appendix D, shows the frequencies and percentages of the five response alternatives for each item on the Criterion Checksheet.

Comparisons of administrative personnel's modal choices for Copy 1 with those shown by the administrative personnel in each school, as a group, for Copy 2 indicated that the same modal choice was shown for 52 of the items. A modal choice of one (Copy 1, "this service is essential if the school plans to operate effectively in fulfilling its objectives;" Copy 2, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.") was shown on both Copy 1 and Copy 2 of the Criterion Checksheet for the following 47 items: 6, 7, 8, 9, 12, 28, 29, 30, 31, 32, 38, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 54, 55, 62, 63, 64, 65, 69, 70, 71, 72, 74, 79, 80, 82, 83, 87, 92, 94, 96, 102, 103, 104, 106, 107, 117, and 155. A modal choice of two (Copy 1, "this service would be desirable and would aid the school in fulfilling its objectives;" and Copy 2, "good provision is made for performing this service in an organized and systematic pattern.") was shown on both Copy 1 and Copy 2 of the Criterion Checksheet for the following five items: 34, 35, 68, 109, and 158.

On the remaining 114 items, administrative personnel differed in their modal choices when completing Copy 1 and Copy 2 of the Criterion Checksheet. These items were as follows: 1, 2, 3, 4, 5, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 33, 36, 37, 39, 48, 52, 53, 56, 57, 58, 59, 60, 61, 66, 67, 73, 75, 76, 77, 78, 81, 84, 85, 86, 88, 89, 90, 91, 93, 95, 97, 99, 100, 101, 105, 107, 108, 110, 111, 112, 113, 114, 115, 116, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136,

Table 5

Administrative Personnel's Modal Choice of "Excellent Provision" With Respect to Student Personnel Services Performed
(Copy 2)
(N = 15)

Items	Fre-quencies	Per-centages
I. PROVISIONS AND FACILITIES		
The Administration provides. . .		
6. safeguards needed to maintain the security of personnel records.	6	40
7. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admission program.	10	67
8. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T schools.	9	60
9. funds for developing printed materials such as a catalog, visual, and audio-visual materials to be used in the recruitment program.	8	53
12. sufficient space for testing small groups of students (1 to 10).	14	93
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Organized visits are developed for groups to tour the AV-T school including. . .		
28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	8	53
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
30. surrounding high schools on college and career days.	10	67
31. surrounding high schools to talk with groups of students and with individual students.	8	53
32. state employment office.	6	40
Procedures are developed for. . .		
38. sending brochures to employment counselors, vocational rehabilitation counselors, and other individuals in a position to refer prospective students to the school.	9	60
39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but which are offered in another AV-T school.	10	66
B. Admission Service		
A person has been designated by the school to. . .		
40. be responsible for the admission program.	7	47
Each person applying for admission to the AV-T school is required to. . .		
41. have an interview with the person in charge of admission.	12	80
42. complete an application form.	15	100
43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	7	47
44. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	6	40
45. present a statement concerning the condition of his health from a physician of his own choosing.	7	47
46. provide the school with a copy of his high school record.	10	66
47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	7	47

(Table continued on next page)

Table 5 (Continued)

Items	Frequencies	Percentages
The person in charge of admissions is responsible for. . .		
49. working with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed.	7	47
50. having entrance examinations scored prior to the applicant's acceptance into the school.	9	60
51. determining whether the applicant meets the criteria that have been established for the particular course.	8	53
Procedures are developed for. . .		
53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	9	60
C. Personnel Records		
A permanent personnel folder is developed on each prospective student which includes. . .		
54. personal history questionnaire, application form, entrance tests, high school records health form, interview notes, and other pertinent admission information.	7	47
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
55. ratings by instructors, grades, comments, and observations.	9	60
Instruments used for collecting data on students are designed so that. . .		
62. forms are compact and data are easily and accurately recorded, checked, and filed for later use.	8	53
63. forms are dated before being filed.	8	53
64. forms contain a blank space for adding pertinent information in the future that is not specified at this time.	8	53
Procedures are developed for. . .		
65. making personnel records easily accessible for professional use.	9	60
69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves.	7	47
70. instructing the staff in the use of personnel records through periodic in-service activities.	5	33
Personnel records at this school contain the following information on all students. . .		
71. identification data such as name, sex, place and date of birth (student number if data processing is used).	12	80
72. marital status of student and number of children.	11	73
73. occupation of wife or husband.	8	54
74. full name, address, and telephone number of each parent or guardian.	11	73
75. occupational, educational, and marital status of each parent.	6	40
79. health record filled in by student.	8	53
80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy.	11	73
82. conduct or citizenship record.	5	33
83. attendance and tardiness record; reason for excessive absence or tradiness.	10	67
84. group scholastic aptitude test results.	11	73

(Table continued on next page)

Table 5 (Continued)

Items	Frequencies	Percentages
87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received.	10	67
88. record of subsequent entry to other educational institutions.	9	60
89. special talents and hobbies such as music, art, athletics, reading, etc.	8	53
90. statement of student's interests.	11	73
1. complete record of work experience.	7	47
92. course selected; record of changes with reasons for the changes.	8	53
94. reasons for dropping out of the AV-T school.	7	47
95. statement of post-graduation intentions.	10	67
96. date leaving or graduated from AV-T school.	13	87
102. the school to send appropriate information about students to employers.	9	60
103. faculty members to facilitate the instructional program.	10	67
D. Orientation Service		
Information about the school program is provided for new students during the first week by means of. . .		
104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	10	67
105. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	8	53
106. a handbook or mimeographed copies of rules, policies, and regulations.	9	60
Procedures have been *developed for familiarizing students with the world of work through. . .*		
108. one or more planned field trips to industries where students can observe work situations.	7	47
109. group discussions with former students, employees, and employers.	6	40
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
117. copies of the current edition of the Occupational Outlook Handbook.	7	47
122. information about community and state resources (health, rehabilitation, welfare, etc.).	6	40
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional who. . .		
155. assists students in finding employment after completing a course of study.	6	40
157. assists former students in finding employment.	5	40

Table 6

Administrative Personnel's Modal Choice of "Good Provision" With Respect to Student Personnel Services Performed
(Copy 2)
(N = 15)

Items	Fre-quencies	Per-centages
I. PROVISIONS AND FACILITIES		
The administration provides. . .		
4. an adequate record system to serve administrative, instructional, and guidance purposes.	7	47
5. filing facilities for personnel records.	9	60
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
21. the AV-T school program, course offerings, facilities, and equipment.	6	40
22. the admission requirements, entrance tests, tuition, and expenses.	7	47
23. the job placement program provided students.	6	40
Organized visits are developed for groups to tour the AV-T school including. .		
27. students in surrounding high schools.	7	47
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
34. industry to talk with groups of employees.	2	40
35. PTA's and other civic organizations	8	53
Procedures are developed for. . .		
36. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	7	47
C. Personnel Records		
Procedures are developed for. . .		
68. filing personal information in sequential order so that relationship and progress can be easily traced.	5	33
Personnel records at this school contain the following information on all students. . .		
97. follow-up record after leaving AV-T school.	6	40
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
112. a file of occupational materials and books related to the courses offered at the AV-T school.	6	40
Adequate quantities of (at least five) publications are provided for students' use on. . .		
129. good work habits and good employer-employee relations.	6	40
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
158. assists students in finding part-time employment.	5	33

Table 7

Administrative Personnel's Modal Choice of "Irregular Provision" With Respect to Student Personnel Services Performed
(Copy 2)
(N = 15)

Items	Fre-quencies	Per-centages
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Organized tours are developed for groups to visit the AV-T school including. . .		
26. parents of high school students.	5	33
C. Personnel Records		
Procedures are developed for. . .		
67. checking all entry, assignment, withdrawal, and transfer records.	7	47
D. Orientation Service		
Procedures have been developed for familiarizing students with the world of work through. . .		
110. a unit on "How to Find Employment."	6	40
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
114. results of studies of local employment conditions and job opportunities available on local, state, and national level.	6	40
115. results of studies on occupations that are declining and re-training programs.	8	53
Adequate quantities of (at least five) publications are provided for students' use on. . .		
125. writing letters of application.	7	47
126. completing job application forms.	6	40
127. preparing for a job interview.	6	40
128. problems encountered in the job situation.	6	40
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
149. surveys local employers in determining job openings.	6	40
152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation.	6	40
H. Follow-up Service		
Regular and periodic follow-up studies are conducted of. . .		
161. all graduates and dropouts to determine reactions towards the training that they received and possible changes they feel should be made in the training program.		

Table 8

Administrative Personnel's Modal Choice of "Little or No Provision" with Respect to Student Personnel Services Performed
(Copy 2)
(N = 15)

Items	Frequencies	Percentages
I. PROVISIONS AND FACILITIES		
The administration provides. . .		
1. a counseling office that is accessible to students and offers privacy during counseling.	9	60
2. office equipment and supplies needed such as desk, telephone, bookcases, etc.	7	47
10. adequate professional materials such as basic guidance texts, texts in tests and measurement, and current periodicals in guidance and vocational education.	9	60
11. sufficient space for testing extremely large groups of students (50 to 100).	9	60
The administration provides leadership. . .		
13. in employing a professional counselor with a 5th year Certification in counseling.	10	67
14. in helping the counselor decide which student personnel services are in greatest need of development at the present.	8	53
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies.	9	60
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others.	9	60
17. in clarifying responsibilities where more than one counselor is employed.	10	67
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services.	8	53
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program.	7	46
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor.	8	54
II. STUDENT PERSONNEL SERVICES		
A. Recruitment Service		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose.	9	60
25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students could be given to high school counselors and students.	7	47
Procedures are developed for. . .		
37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools.	10	66
B. Admission Service		
Each person applying for admission to the AV-T school is required to. . .		
48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	5	33
Procedures are developed for. . .		
52. screening those students who need remedial work in reading or math and scheduling classes as they are needed.	11	73

(Table continued on next page)

Table 8 (Continued)

Items	Frequencies	Percentages
C. Personnel Records		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
56. standardized tests that are administered to the student as need for the information occurs.	9	60
57. an autobiography.	12	80
Procedures are developed for. . .		
66. the counselor to control confidential information such as counseling interview notes and personality test scores.	8	53
Personnel records at this school contain the following information on all students. . .		
76. number of siblings older and younger than student.	9	60
77. marked talents or accomplishments of family members or near relatives.	13	87
78. economic status of family such as home ownership.	13	87
85. results of vocational interest inventories.	11	73
86. tests of reading and math achievement.	9	60
93. attitude towards the AV-T school.	9	60
Personnel records on students are used by. . .		
99. a professional counselor to assist prospective students in selecting a course of study.	10	67
100. a professional counselor to assist students in planning their next step after graduation from AV-T school.	10	67
101. a professional counselor to facilitate counseling interviews.	9	60
D. Orientation Service		
Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
111. available to all students whose school achievement and general aptitude is low.	9	60
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
116. report of apprenticeship and union requirements.	6	40
118. Dictionary of Occupational Titles.	6	40
119. information regarding state and federal labor laws.	6	40
120. materials on the improvement of reading and study skills such as pamphlets and study guides.	8	53
121. a file on military service obligations and opportunities.	6	40
123. college catalogues (especially colleges in Georgia.)	9	60
Adequate quantities of (at least five) publications are provided for students' use on. . .		
124. seeking employment.	6	40
131. recreational opportunities available in the community.	9	60
F. Counseling Service		
A professional counselor is available for assisting students. . .		
132. who have recently enrolled in school and have adjustment problems.	10	67
133. who have financial problems related to educational and occupational planning.	8	53
134. who have difficulties in their relationship with students and staff members.	8	53

(Table continued on next page)

Table 8 (Continued)

Items	Frequencies	Percentage
135. who have personal problems.	8	53
136. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	10	67
137. who need information regarding military service and other special problems related to educational-vocational planning.	8	53
138. in developing and carrying out post-school plans.	9	60
139. in making wise choices of leisure time acitivites.	11	73
Personal conferences with a professional counselor are scheduled for all students who. . .		
140. have just enrolled in school (an introductory type of interview).	9	60
141. are failing and/or having learning difficulties.	9	60
142. have irregular attendance.	9	60
143. withdraw from school.	9	60
144. desire to transfer from one course to another.	8	53
Joint procedures have been worked out between the counselor, staff, and administrator. . .		
145. on methods to be followed in referring students to the counselor.	9	60
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
146. is responsible for developing forms to be used in the job placement service such as job request forms, student information form, job referral form, etc.	11	73
147. maintains files, records, and organized arrangement of job requests received from employers.	7	47
148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received.	7	47
151. arranges for employers to visit the school to interview students.	5	33
154. maintains a record of AV-T school dropouts seeking employment.	10	67
156. assists students withdrawing from school to obtain employment.	7	47
H. Follow-up Service		
Regular and periodic follow-up studies are conducted of. . .		
160. all school dropouts to determine their progress and adjustment on the job.	10	67
162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates.	6	40
Information obtained from follow-up studies is summarized by. . .		
163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students.	7	47
Information obtained from follow-up studies is used by. . .		
164. administrator and faculty for discussion and possible implication for changes in the school program.	7	47
165. the school and employers to study placement and adjustment problems of students.	9	60
166. the school counselor to study the effectiveness of admission criteria.	11	73
Procedures are developed for. . .		
167. objectively evaluating student personnel services by students and faculty.	13	86

Table 9

Administrative Personnel's Bimodal and Trimodal Choices of "Excellent Provision," "Good Provision," "Irregular Provision," and "Little or No Provision" with Respect to Student Personnel Services Performed (Copy 2)

(N = 15)

Items	Frequencies	Percentages
	(Response numbers selected)	
I. PROVISIONS AND FACILITIES		
The administration provides. . .		
3. clerical assistance in carrying on correspondence activities and other related jobs.	2, 4, 5	33
II. STUDENT PERSONNEL SERVICES		
A. Recuritment Service		
Organized visits are developed for groups to tour the AV-T school including. . .		
29. other interested groups in the community (representatives from industry and civic groups).	1, 2, 6	40
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
33. prospective employers.	1, 2, 3, 5	33
C. Personnel Records		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
58. a sheet designed to obtain information on the student when he drops out or leaves school.	1, 4, 5	33
59. follow-up information of former students' success.	2, 3, 4	27
Instruments used for collecting data on students are designed so that. . .		
60. each is an integral part of the whole personnel record system.	1, 2, 5	33
61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades).	1, 2, 6	40
81. special achievements and honors received in and out of school.	1, 4, 5,	33
D. Orientation Service		
Procedures have been developed for familiarizing students with the world of work through. . .		
107. a unit taught by each instructor.	1, 2, 5,	33
E. Information Service		
Provisions are made for making the following types of information available for students' use. . .		
113. written reports of follow-up studies of former students and their success.	3, 4, 7	47
Adequate quantities of (at least five) publications are provided for students' use on. . .		
130. self improvement such as dress, manners, health habits, and the value of desirable personality traits.	2, 4, 5	33
G. Placement Service		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
150. utilizes state employment office, employers of former students, and others in locating job openings for current students.	1, 3, 5	33
153. assists students in preparing for job interviews.	1, 2, 5,	33
H. Follow-up Service		
Regular and periodic follow-up studies are conducted of. . .		
159. all graduates to determine their progress and adjustment on the job.	1, 3, 5	33

137, 138,139, 140, 141, 142, 143, 144, 145, 416, 147, 148, 419, 150, 151, 152, 153, 154, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166, and 167. For 100 of the above items, the differences were in the direction indicating that these services were not being performed to the extent needed.

Summary

In summary, the administrative personnel indicated by modal response that the items on Copy 1 of the Criterion Checksheet were needed in area vocational-technical schools with 118 items selected as essential, 47 items selected as desirable, and one item selected as of little value.

The administrative personnel indicated by modal response that 100 items on Copy 2 of the Criterion Checksheet were being performed in area schools below the level needed as indicated on Copy 1.

The percent of the items under each student personnel service that was being performed below the level needed was as follows: (1) Follow-up (100%), (2) Placement (100%), (3) Counseling (100%), (4) Information Service (90%), (5) Recruitment (58%), (6) Personnel Records (38.6%), (7) Orientation (37.5%), and (8) Admission (15%). Seventy-five percent of the items under the Provision and Facilities Section were being performed below the level needed.

CHAPTER IV

FINDINGS FROM ANALYSIS AND INTREPERTATION OF STUDENTS' AND FACULTIES' RESPONSES TO THE SCHEDULE OF STUDENT PERSONNEL SERVICES

The purpose of this chapter is to analyze and interpret the responses of students and faculty members to the extent of need for each of the 69 student personnel services and the extent to which each of the services was performed. Chapter IV is organized into five areas: (a) A descriptive analysis of the responses of students and faculty members to Copy 1 of the Schedule; (b) A descriptive analysis of the responses of students and faculty members to Copy 2 of the Schedule; (c) An analysis of significant differences between responses of students and faculty members; (d) An analysis of significant differences between responses of day students and night students; (e) An analysis of significant differences in responses among the day students; (f) An analysis of significant differences in responses among the night students; and (g) An analysis of significant differences in responses among the faculty members.

Obtaining the data

The data for this chapter were obtained from the responses of 290 day and 136 night students to Copy 1 of the Schedule, of 288 day and 137 night students to Copy 2 of the Schedule, and of 190 faculty members to both Copy 1 and Copy 2 of the Schedule.

On Copy 1 of the Schedule of Student Personnel Services each respondent was asked to indicate the extent of need for each of the 69 items by selecting one of five response alternatives: (1) This service is essential if the school plans to operate effectively in fulfilling its objectives; (2) This service would be desirable and would aid the school in fulfilling its objectives; (3) This service would be of little value in enhancing the school's ability to fulfill its objectives; (4) This service would be undesirable and would not enhance the progress of the school; (5) I am uncertain or do not know whether this service is needed in the area vocational-technical school.

On Copy 2 of the Schedule of Student Personnel Services each respondent was asked to indicate the extent each service was being performed in his school for each of the 69 items by selecting one of five responses: (1) Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired; (2) Good provision is made for performing this service in an organized and systematic pattern; (3) Irregular provision is made for performing this service; (4) Little or no provision is made for performing this service; (5) I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Day students, night students, and faculty members were asked to provide personal and school data on both Copy 1 and Copy 2 of the Schedule of

Student Personnel Services. Students were asked to indicate age, sex, area of enrollment, length of enrollment in the school, educational background, size of day school enrollment, and number of counselors employed in the school. Faculty members were asked to indicate age, sex, area of teaching, years of teaching expdrience in a vocational school, educational background, certification level, size of day school enrollment, and number of counselors employed in the school. Day students and faculty members were provided the size of the day school enrollment by the researcher, while night students were provided the size of the night school enrollment.

Analysis of the Data

The data in the first two sections of Chapter IV were analyzed in terms of frequencies, percentages, and modal responses of day students as a group, night students as a group, and faculty members as a group to the 69 items on Copy 1 and Copy 2 of the Schedule of Student Personnel Services. This procedure was used to fulfill the following two objectives:

1. To survey the student personnel services needed in area vocational-technical schools as perceived by day students, night students, and faculty members.
2. To determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by day students, night students, and faculty members.

The analysis of the data in the last five sections of this chapter consists of statistical calculations to determine with regard to responses the significant differences between students and faculty members, significant differences between day and night students, significant differences among students, and significant differences among faculty members. On each of the 69 services (items) in Copy 1 and Copy 2 of the Schedule of Student Personnel Services, the chi-square test was applied. This procedure was used to fulfill the following objectives:

1. To determine if there were significant differences in the perceptions of students personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) as perceived by night students, day students, and faculty members in area vocational-technical schools.
2. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) as perceived by day students and night students in area vocational-technical schools.
3. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and

the extent to which student personnel services were being performed among day students when grouped on the following variables: age, sex, size of day school enrollment, and number of counselors employed in the school.

4. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) in area vocational-technical schools as perceived among night students when grouped on the following variables: age, sex, size of night school enrollment, and number of counselors employed in the school.

5. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) in area vocational-technical schools as perceived among faculty members when grouped on the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors employed in the school.

A probability of .05 was designated as the level of confidence. A null hypothesis was rejected when the tests yielded a "P" of .05 or less.

Types of Tables for Presenting the Data

Three types of tables are used to present the data concerning day students', night students', and faculty members', perceptions of the student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools. These are the three types of tables used:

1. The first tables are grouped on the basis of modal choice as selected by day students, night students, and faculty members on the extent to which each of the 69 services were needed (Copy 1) and were being performed (Copy 2) in area vocational-technical schools. Tables are presented separately for each of the following three groups: day students, night students, and faculty members. The modal choice is presented in terms of frequencies and percentages of day students, night students, and faculty responses. A summary of the services on which day students, night students, and faculty members agreed in their modal choice and a summary of the services on which day students, night students, and faculty members disagreed in their modal choice are given.

2. Tables showing frequencies and percentages of the responses of day students, night students, and faculty members to Copy 1 and

Copy 2 of the Schedule of Student Personnel Services are included in Appendix E.

3. Chi-square tables are designed to show the values of significant differences in the responses to the 69 services on Copy 1 and Copy 2 of the Schedule of Student Personnel Services of the total group of day students, night students, and faculty members. Also, chi-square tables are arranged to show the values of significant differences among the responses of day students, night students, and faculty members when the responses of each were compared on selected variables.

Chi-square tables are used to show the values obtained when the data on Copy 1 of the Schedule were grouped in combined categories and the values obtained when the data on Copy 2 of the Schedule were grouped in five original categories. The respondents' reactions to Copy 1 of the Schedule were combined because the expected frequencies for response numbers three, four, and five were not great enough for an expectancy of five in these cells. Close inspection revealed that response numbers three, four, and five all indicated a negative response concerning the extent to which a particular item was needed, and could be logically combined into one category. These combined categories and related chi-square values are presented along with a discussion of the items that differed significantly.

A Descriptive Analysis of the Responses of Students And Faculty Members to Copy 1 of the Schedule of Student Personnel Service

Responses of Day Students

Responses number one, "the service is essential if the school plans to operate effectively in fulfilling its objectives," was the modal choice of day students for 16 of the items on Copy 1 of the Schedule as shown in Table 10.

Table 11 lists 52 items on which day students most frequently selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives."

Response number four, "this service would be undesirable and would not enhance the progress of the school," was selected most frequently by day students only once as shown in Table 12.

Day students did not select response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," and response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," most frequently for any of the items. Examination of Table 68 (Appendix E) reveals that, in most instances, relatively few day students selected response numbers three, four or five.

Table 10

Day Students' Modal Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)
(N = 290)

Items	Fre-quencies	Per-centages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	200	69
2. the admission requirements, entrance tests, tuition, and expenses.	183	63
II. Admission Service		
B. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admission.	162	56
13. complete an application form.	241	83
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	192	66
15. appear at the school on a scheduled date prior to enrollment to take an entrance examination.	158	54
17. provide the school with a copy of his high school record.	151	52
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	117	40
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	141	49
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter the school through such means as questionnaire, interviews, tests, high school transcript, health records, etc.	140	48
H. Personnel records on students are used by. . .		
27. the school to send appropriate information about students to employers.	147	51
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	143	49
V. Information Service		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	127	44
VI. Counseling Service		
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	155	53
55. have irregular attendance.	124	43
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
63. assists students in finding employment after completing a course of study.	143	49

Table 11

Day Students' Modal Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 290)

Items	Fre-quencies	Per-centages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
3. the job placement program provided students.	154	53
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	181	62
5. students in surrounding high schools.	155	53
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	150	52
7. other interested groups in the community (representatives from industry and civic groups).	172	59
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	128	44
9. surrounding high schools to talk with groups of students and with individual students.	161	56
10. PTA's and other civic organizations.	154	53
D. Procedures are developed for. . .		
11. releasing data about entrance requirements, programs of study, and performance of former students to local newspaper and radio station.	122	42
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
16. present a statement concerning the condition of his health from a physician of his own choosing.	113	39
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	154	53
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	148	51
III. Personnel Records		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	136	47
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans.	138	48
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	153	53
26. a professional counselor to assist students in planning their next step after graduation from the vocational-technical school.	141	49
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		

(Table continued on next page)

Table 11 (Continued)

Items	Frequencies	Percentages
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	136	47
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and different services provided by the school.	148	51
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	137	47
32. one or more planned field trips to industries where students can observe work situations.	163	56
33. group discussions with former students, employees, and employers.	159	55
34. a unit on "How to Find Employment."	133	46
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	154	53
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	133	46
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	170	59
38. reports of apprenticeship and union requirements.	145	50
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	185	64
40. a file on military service obligations and opportunities.	115	40
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	166	57
42. writing letters of application.	172	59
43. completing job application forms.	165	57
44. preparing for a job interview.	157	54
45. problems encountered in the job situation.	154	53
46. good work habits and good employer-employee relations.	139	48
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	144	49
49. who have difficulties in their relationship with students and staff members.	150	52
50. who have personal problems.	146	50
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	158	54
52. who need information regarding military service and other special problems related to educational-vocational planning.	166	57
53. in developing and carrying out post-school plans.	168	58
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
56. withdrew from school.	109	38

(Table continued on next page)

Table 11 (Continued)

Items	Fre-quencies	Per-centages
57. desire to transfer from one course to another.	157	54
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	144	50
59. surveys local employers in determining job openings.	151	52
60. arranges for employers to visit the school to interview students.	144	50
61. makes a list of students seeking employment and their perference as to location three months prior to their graduation.	140	48
62. assists students in preparing for job interviews.	153	53
65. assists former students in finding employment.	153	53
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graudates to determine their progress and adjustment on the job.	160	55
67. all school dropouts to determine their progress and adjustment on the job.	115	40
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	154	53
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	147	51

Table 12

Day Students' Modal Choices of "Undesirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 290)

Items	Fre-quencies	Per-centages
VII. Placement Service		
F. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
64. assists students in withdrawing from school to obtain employment.	90	31

Responses of Night Students

When night students completed Copy 1 of the Schedule, four modal choices and one bimodal choice were found. Table 13 indicates that night students selected response number one, "this service is essential if the school plans to operate effectively in fulfilling its objectives," most frequently for 22 of the items in the Schedule.

Table 14 shows that night students selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives," as the modal choice for 42 of the items in the Schedule.

Seldom did night students select response number three and response number four. Table 15 shows that a modal choice of three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," was selected for two of the items. Table 16 indicates that a modal choice of four, "this service would be undesirable and would not enhance the progress of the school," for only one of the items.

Table 17 reveals that night students had one bimodal choice of response number two, "this service would be desirable and would aid the school in fulfilling its objectives," and response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," for two of the items.

Response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," was not selected most frequently for any of the items. Table 69, Appendix E, shows the frequencies and percentages of the five response alternatives for each item on the Schedule.

Responses of Faculty Members

When faculty members completed Copy 1 of the Schedule, only two modal choices and one bimodal choice were indicated. However, faculty members had response number one, "this service is essential if the school plans to operate effectively in fulfilling its objectives," as a modal choice more frequently than did both day and night students. Table 18 lists 34 items on which faculty members most frequently selected response number one.

Faculty members most frequently selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives," for 33 of the items, as shown in Table 19.

Table 20 reveals that faculty members also had one bimodal choice consisting of responses number one and two for two of the items.

Response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," response number four, "this

Table 13

Night Students' Modal Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)
(N = 136)

Items	Fre-quencies	Per-centages
I. Recruitment Service		
A. Information is provided in an organized systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	85	63
2. the admission requirements, entrance tests, tuition, and expenses.	75	55
3. the job placement program provided students.	67	49
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admissions.	83	61
13. complete an application form.	111	82
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	79	58
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	82	60
17. provide the school with a copy of his high school record.	52	38
18. meet specific admissions standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	51	37
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	70	52
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	55	40
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	57	42
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, and future plans.	59	43
H. Personnel records on students are used by. . .		
26. a professional counselor to assist students in planning their next step after graduation from vocational-technical school.	71	52
27. the school to send appropriate information about students to employers.	71	52
IV. Orientation Service		
J. Procedures have been developed for familiarizing students with the world of work through. . .		
34. a unit on "How to Find Employment."	54	40
V. Information Service		
N. Adequate quantities (at least five) of publications are provided for students' use on. . .		
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	57	42
VI. Counseling Service		
O. Personal conferences with a professional counselor are scheduled for all students who. . .		

(Table continued on next page)

Table 13 (Continued)

Items	Fre-quencies	Per-centages
54. are failing and/or having learning difficulties.	69	51
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	72	53
59. surveys local employers in determining job openings.	73	54
61. makes a list of students seeking employment and their preferences as to location three months prior to their graduation.	70	52
63. assists students in finding employment after completing a course of study.	75	55

Table 14

Night Students' Modal Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 136)

Items	Frequencies	Percentages
I. Recuritment Service		
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	73	54
5. students in surrounding high schools.	73	54
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	56	42
7. other interested groups in the community (representatives from industry and civic groups).	66	48
C Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	61	45
9. surrounding high schools to talk with groups of students and with individual students.	61	45
10. PTA's and other civic organizations.	62	46
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	57	42
II. Admission Service		
F. Procedures are developed for. . .		
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	60	44
III. Personnel Records		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	46	34
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	64	46
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	62	45
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	69	50
30. a handbook or mimeographed copies of rules, policies, and regulations.	53	39
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	58	43
32. one or more planned field trips to industries where students can observe work situations.	67	49
33. group discussions with former students, employees, and employers.	65	48
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		

(Table continued on next page)

Table 14 (Continued)

Items	Frequencies	Percentages
35. available to all students whose school achievement and general aptitude is low.	67	49
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	51	38
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	73	54
38. reports of apprenticeship and union requirements.	61	45
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	71	52
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	68	50
42. writing letters of application.	69	51
43. completing job application forms.	69	51
44. preparing for a job interview.	61	45
45. problems encountered in the job situation.	54	40
46. good work habits and good employer-employee relations.	62	46
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	64	47
49. who have difficulties in their relationship with students and staff members.	58	43
50. who have personal problems.	43	32
51. who need to gain a better understanding of themselves, their abilities, interests, motivations and limitations.	60	44
52. who need information regarding military service and other special problems related to educational-vocational planning.	63	46
53. in developing and carrying out post-school plans.	67	49
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
55. have irregular attendance.	62	46
56. withdraw from school.	46	34
57. desire to transfer from one course to another.	61	45
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
62. assists students in preparing for job interviews.	63	46
65. assists former students in finding employment.	66	49
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	67	49
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	63	46
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	67	49

Table 15

Night Students' Modal Choices of "Little Value" with Respect to Student Personnel Services Needed (Copy 1)
(N = 136)

Items	Frequencies	Percentages
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
16. present a statement concerning the condition of his health from a physician of his own choosing.	40	29
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of . . .		
67. all school dropouts to determine their progress and adjustment on the job.	39	29

Table 16

Night Students' Modal Choice of "Undesirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 136)

Items	Frequencies	Percentages
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
64. assists students in withdrawing from school to obtain employment	41	30

Table 17

Night Students' Bimodal Choices of "Essential," "Desirable," and "Little Value," with Respect to Student Personnel Services Needed (Copy 1)
(N = 136)

Items	Response Numbers Selected	Frequencies	Percentages
V. Information Service			
L. Provisions are made for making the following types of information available for students' use. . .			
40. a file on military service obligations and opportunities.	2,3	44	32
VII. Placement Service			
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .			
60. arranges for employers to visit the school to interview students	1,2	61	45

Table 18

Faculty Members' Modal Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	156	82
2. the admission requirements, entrance tests, tuition, and expenses.	145	76
3. the job placement program provided students.	93	49
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
5. students in surrounding high schools.	120	63
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	117	61
7. other interested groups in the community (representatives from industry and civic groups).	101	53
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	126	66
9. surrounding high schools to talk with groups of students and with individual students.	112	59
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	112	59
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admissions.	156	82
13. complete an application form.	173	91
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring the clear understanding of his aptitudes, abilities, interests, etc.	129	68
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	114	60
16. present a statement concerning the condition of his health from a physician of his own choosing.	96	50
17. provide the school with a copy of his high school record.	124	65
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.	114	60
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	122	64
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	93	49
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	104	55
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans.	113	60

(Table continued on next page)

Table 18 (Continued)

Items	Fre-quencies	Per-centages
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	103	54
27. the school to send appropriate information about students to employers.	94	50
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	127	67
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
44. preparing for a job interview.	91	48
46. good work habits and good employer-employee relations.	120	63
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	120	63
VI. Counseling Service		
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	115	61
55. have irregular attendance.	104	55
56. withdraw from school.	92	48
57. desire to transfer from one course to another.	99	52
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	104	55
60. arranges for employers to visit the school to interview students.	89	47
63. assists students in finding employment after completing a course of study.	103	54
VIII. Follow-up Service		
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	97	51

Table 19

Faculty Members' Modal Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Service		
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	98	52
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
10. PTA's and other civic organizations.	97	51
II. Admissions Service		
F. Procedures are developed for. . .		
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	103	54
III. Personnel Records		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	97	51
H. Personnel records on students are used by. . .		
26. a professional counselor to assist students in planning their next step after graduation from the vocational-technical school.	90	47
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	102	54
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	97	51
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	76	40
32. one or more planned field trips to industries where students can observe work situations.	108	57
33. group discussions with former students, employees, and employers.	126	66
34. a unit on "How to Find Employment."	107	56
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	91	48
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	106	56
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	104	55
38. reports of apprenticeship and union requirements.	100	53
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	116	61

(Table continued on next page)

Table 19 (Continued)

Items	Frequencies	Percentages
40. a file on military service obligations and opportunities.	99	52
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	109	57
42. writing letters of application.	100	53
43. completing job application forms.	91	48
45. problems encountered in the job situation.	95	50
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	101	53
49. who have difficulties in their relationships with students and staff members.	98	52
50. who have personal problems.	92	48
52. who need information regarding military service and other special problems related to educational-vocational planning.	94	50
53. in developing and carrying out post-school plans.	105	55
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
61. makes a list of students seeking employment and their preference as to location three months prior to their graduation.	97	51
62. assists students in preparing for job interviews.	98	52
64. assists students in withdrawing from school to obtain employment.	63	33
65. assists former students in finding employment.	110	58
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	96	50
67. all school dropouts to determine their progress and adjustment on the job.	86	45
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	97	51

Table 20

Faculty Members' Bimodal Choices of "Essential" and "Desirable" with Respect to Student Personnel Services Needed (Copy 1)
(N = 190)

Items	Frequencies	Percentages
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	85	45
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
59. surveys local employers in determining job openings.	90	47

service would be undesirable and would not enhance the progress of the school," and response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," were not chosen most frequently by faculty members for any of the items. Table 70 (Appendix E) shows that relatively few faculty members selected either of these three choices when completing Copy 1 of the Schedule.

Summary

There was strong agreement among day students, night students, and faculty members with regard to the extent to which each of the 69 services was needed in area vocational-technical schools. Their agreement on modal choices indicated that it was either essential or desirable for the area schools to perform 68 of the 69 items listed on Copy 1 of the Schedule of Student Personnel Services.

1. Inspection of the modal choices on which day students, night students, and faculty members agreed, concerning the extent to which services were needed, reveals that it was considered "essential," for the area school to perform items 1 and 2 under recruitment service; items 12, 13, 14, 15, 17, 18, and 19 under admission service; items 22 and 27 under personnel records service; item 47 under information service; item 54 under counseling service; and item 63 under placement service.

2. Further inspection of the modal choices on which day students, night students, and faculty members agreed regarding the extent to which services were needed, revealed that it was considered "desirable," for the area school to perform: items 4 and 10 under recruitment service; item 21 under admission service; item 23 under personnel records; items 28, 29, 31, 32, 33, and 35 under orientation serivce; items 36, 37, 38, 39, 41, 42, 43, and 45 under information service; items 48, 49, 50, 52, and 53 under counseling service; items 62 and 65 under placement service; and items 66 and 68 under follow-up service.

3. At least two of the three respondent groups agreed on their selection of response number one, "essential," as their modal choice in connection with the extent to which the following services were needed: (a) item 3 under recruitment service; (b) item 20 under admission service; (c) item 24 under personnel record service; (d) item 30 under orientation service; (e) item 55 under counseling service; and (f) item 58 under placement service.

4. Two of the three respondent groups agreed on their selection of response number two, "desirable," concerning the extent to which each of the following services was needed: (a) items 5, 6, 7, 8, 9, and 11 under recruitment service; (b) items 25 and 26 under personnel records; (c) item 34 under orientation service; (d) items 40, 44, and 46 under information service; (e) items 51, 56, and

57 under counseling service; (f) item 61 under placement service; and (g) items 67 and 69 under follow-up service.

5. Two of the three respondent groups agreed on their selection of response number four, "undesirable," concerning the extent to which the following services was needed: (a) item 64 under placement service.

6. Day students, night students, and faculty members each selected a different modal choice as to the extent to which the following services were needed: (a) item 16 under admission service; and (b) items 59 and 60 under placement service. It should be noted that for item 59 faculty members showed a bimodal choice of response numbers one and two, while night students selected response number one and day students selected response number two. Also, on item 60, faculty members had a modal choice of response number one, while night students had a bimodal choice of response numbers one and two, and day students selected response number two.

A Descriptive Analysis of the Responses of Students and Faculty Members to Copy 2 of the Schedule of Student Personnel Services

Responses of Day Students

When day students completed Copy 2 of the Schedule, three modal choices and one bimodal choice were evident. Table 21 provides a summary of the seven items on which day students most frequently selected response number one, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired."

Day students selected response number two, "good provision is made for performing this service in an organized and systematic pattern" most frequently for 26 of the items in the Schedule as reported in Table 22.

Inspection of Table 23 discloses that day students most frequently selected response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," as the modal choice for 35 of the items.

Table 24 reveals that day students had one bimodal choice of response number two, "good provision is made for performing this service in an organized and systematic pattern," and response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," for item number 48.

Response number three, "irregular provision is made for performing this service," and response number four, "little or no provision is made for

Table 21

Day Students' Modal Choices of "Excellent Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 288)

Items	Frequencies	Percentages
I. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admissions.	129	45
13. complete an admission form.	193	67
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	154	53
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	122	43
16. present a statement concerning the condition of his health from a physician of his own choosing.	108	37
17. provide the school with a copy of his high school record.	131	45
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	104	36

performing this service in the area vocational-technical school," was not selected most frequently for any of the items. Table 68 (Appendix E) shows the frequencies and percentages of the responses of day students, as a total group, to the 69 itmes on Copy 2 of the Schedule.

When the modal choices of day students for Copy 1, as presented in Tables 10, 11, and 12 are compared with the modal responses of day students for Copy 2, as presented in Tables 21, 22, 23, and 24, the same modal choices are indicated for 25 of the items. Further examination of day students' responses to Copy 1 and Copy 2 indicated that different levels of modal choices were shown by day students when responding to 43 of the items. These items were as follows: 1, 2, 10, 16, 18, 19, 20, 21, 22, 27, 26, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 47, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. For 42 of these items the differences were in the direction denoting that these services were not being performed to the extent needed; yet it should be noted that for 35 of the 42 items, day students were uncertain or did not know the extent to which these services were being performed.

Responses of Night Students

When responding in connection with the extent that student personnel services were being performed (Copy 2), night students had four different modal choices and one bimodal choice. A study of Table 25 shows that response number one, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired," was selected most frequently by night students for only eight items.

Table 26 shows that response number two, "good provision is made for performing this service in an organized and systematic pattern" was most frequently selected by night students for only five of the items.

Response number four, "little or no provision is made for performing this service in the area vocational-technical school," was selected most frequently by night students for only two of the items as shown in Table 27.

Inspection of Table 28 indicates that night students had response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," as a modal choice for 53 items. A comparison of Table 28 with Table 23 revealed that night students had response number five as the modal choice for 53 items, while day students had response number five as the modal choice for only 35 items. This finding suggests that night students tended to be more uncertain regarding the extent student personnel services were being performed in Area Vocational-Technical Schools.

Table 22

Day Students' Modal Choices of "Good Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 288)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic manner to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	125	43
2. the admission requirements, entrance tests, tuition, and expenses.	129	45
3. the job placement program provided students.	94	33
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	90	31
5. students in surrounding high schools.	115	40
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	116	40
7. other interested groups in the community (representatives from industry and civic groups).	94	32
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	106	37
9. surrounding high schools to talk with groups of students and with individual students.	103	36
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	111	39
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, completion of the required number of years of formal education before he is accepted into the course.	108	38
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	85	30
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	135	47
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	110	38
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized tests scores, high school records, health records, and future plans.	100	35
H. Personnel records are used by. . .		
27. the school to send appropriate information about students to employers.	104	36
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		

(Table continued on next page)

Table 22 (Continued)

Items	Frequencies	Percentages
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	90	31
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	89	31
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	105	36
32. one or more planned field trips to industries where students can observe work situations.	81	28
V. Information Service		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	91	32
46. good work habits and good employer-employee relations.	92	32
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	94	33
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
49. who have difficulties in their relationships with students and staff members.	86	30
50. who have personal problems.	84	29
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
57. desire to transfer from one course to another.	100	35

Table 23

Day Students' Modal Choices of "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)
(N = 288)

Items	Frequencies	Percentages
I. Recruitment Service		
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
10. PTA's and other civic organizations.	152	53
II. Admission Service		
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading and math, and scheduling classes as they are needed.	109	38
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course.	129	45
III. Personnel Records		
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	90	31
26. a professional counselor to assist students in planning their next step after graduation from vocational-technical school.	95	33
IV. Orientation Service		
J. Procedures have been developed for familiarizing students with the world of work through. . .		
33. group discussions with former students, employees, and employers.	93	32
34. a unit on "How to Find Employment."	112	39
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school aptitude and achievement is low.	130	45
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	131	46
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	109	38
38. reports of apprenticeship and union requirements.	134	47
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	98	34
40. a file on military service obligations and opportunities.	146	51
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
42. writing letters of application.	100	35
43. completing job application forms.	110	38
44. preparing for a job interview.	109	38
45. problems encountered in the job situation.	101	35
VI. Counseling Service		
N. A professional counselor is available for assisting students who. . .		
51. need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	87	30

(Table continued on next page)

Table 23 (Continued)

Items	Frequencies	Percentages
52. need information regarding military service and other special problems related to educational-vocational planning.	113	39
53. need help in developing and carrying out post-school plans.	99	35
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	90	32
55. have irregular attendance.	81	28
56. withdraw from school.	109	38
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	117	41
59. surveys local employers in determining job openings.	124	43
60. arranges for employers to visit the school to interview students.	132	46
61. makes a list of students seeking employment and their preference as to location three months prior to their graduation.	139	48
62. assists students in preparing for job interviews.	118	41
63. assists students in finding employment after completing a course of study.	92	32
64. assists students in withdrawing from school to obtain employment.	157	55
65. assists former students in finding employment.	136	47
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	155	54
67. all school dropouts to determine their progress and adjustment on the job.	176	61
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	170	59
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	162	56

Table 24

Day Students' Modal Choice of "Good Provision" and "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)

(N = 288)

Items	Frequencies	Percentages
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
43. who have financial problems related to educational and occupational planning.	86	30

Table 25

Night Students' Modal Choices of "Excellent Provision" with Respect to Student Personnel Services Performed (Copy 2)

(N = 137)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	41	30
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admission.	64	47
13. complete an application form.	91	66
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	58	42
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	55	40
17. provide the school with a copy of his high school record.	46	34
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	37	27
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	49	36

Table 26

Night Students' Modal Choices of "Good Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 137)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
2. the admission requirements, entrance tests, tuition, and expenses.	54	39
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	47	34
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
18. meet specific admission standards for a course such as specific scores on aptitude, reading and math tests and completion of the required number of years of formal education before he is accepted into the course.	43	31
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	38	28
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	37	27

Table 27

Night Students' Modal Choices of "little or No Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 137)

Items	Frequencies	Percentages
I. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
16. present a statement concerning the condition of his health from a physician of his own choosing.	37	27
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	39	28

Table 28

Night Students' Modal Choices of "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)
(N = 137)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
3. the job placement program provided students.	58	42
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	66	48
5. students in surrounding high schools.	60	44
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	59	43
7. other interested groups in the community (representatives of industry and civic groups).	54	39
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	68	50
9. surrounding high schools to talk with groups of students and with individual students.	68	50
10. PTA's and other civic organizations.	73	53
II. Admission Service		
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading and math, and scheduling classes as they are needed.	56	41
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course.	62	45
III. Personnel Records		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	44	32
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans.	51	37
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	52	38
26. a professional counselor to assist students in planning their next move after graduation from vocational-technical school.	62	45
27. the school to send appropriate information about students to employers.	70	51
IV. Orientation Service		
J. Procedures have been developed for familiarizing students with the world of work through. . .		
32. one or more planned field trips to industries where students can observe work situations.	46	34
33. group discussions with former students, employees, and employers.	66	48
34. a unit on "How to Find Employment."	68	49
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	72	53

(Table continued on next page)

Table 28 (Continued)

Items	Frequencies	Percentages
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	82	60
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	58	42
38. reports of apprenticeship and union requirements.	66	48
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	60	44
40. a file on military service obligations and opportunities.	74	54
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	60	44
42. writing letters of application.	62	45
43. completing job application forms.	62	45
44. preparing for a job interview.	60	44
45. problems encountered in the job situation.	60	44
46. good work habits and good employer-employee relations.	56	41
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	59	43
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	68	50
49. who have difficulties in their relationship with students and staff members.	63	46
50. who have personal problems.	73	53
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	67	49
52. who need information regarding military service and other special problems related to educational-vocational planning.	63	46
53. in developing and carrying out post-school plans.	66	48
O. Personal conferences with a professional counselor are scheduled for students who. . .		
54. are failing and/or having learning difficulties.	69	50
55. have irregular attendance.	62	45
56. withdraw from school.	66	48
57. desire to transfer from one course to another.	66	48
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	67	49
59. surveys local employers in determining job openings.	63	46
60. arranges for employers to visit the school to interview students.	71	52
61. makes a list of students seeking employment and their preference as to location three months prior to their graduation.	72	53

(Table continued on next page)

Table 28 (Continued)

Items	Frequencies	Percentages
62. assists students in preparing for job interviews.	69	50
63. assists students in finding employment after completing a course of study.	64	47
64. assists students in withdrawing from school to obtain employment.	83	60
65. assists former students in finding employment.	78	57
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	91	66
67. all school dropouts to determine their progress and adjustment on the job.	95	69
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	94	69
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	94	69

Table 29 shows that night students had a bimodal choice of response number four, "little or no provision is made for performing this service in the area vocational-technical school," and number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," for one of the 69 items on the Schedule.

Response number three, "irregular provision"is made for performing this service," was not chosen most frequently by night students for any of the items. Table 69 (Appendix E) shows the frequencies and percentages of the responses of night students as a total group for the 69 items listed on Copy 2 of the Schedule.

A comparison of night students' modal choices to Copy 1 of the Schedule as listed in Tables 13, 14, 15, 16, and 17 with modal choices to Copy 2 of the Schedule as presented in Tables 25, 26, 27, 28, and 29 indicates that the same modal level of choices was shown by night students for 11 of the items for both Copy 1 and Copy 2. Further inspection of night students' responses to Copy 1 and Copy 2 revealed that different levels of modal choices were shown by night students when responding to 58 of the items. These items were as follows: 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 18, 20, 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69. All these differences were in the direction indicating that the 58 services were not being performed to the level of expressed need; yet, for 53 of the items night students were uncertain or did not know the extent to which these services were being performed.

Responses of Faculty Members

When faculty members completed Copy 2 of the Schedule, four modal choices and one bimodal choice resulted. Table 30 provides a summary of 10 items on which faculty members most frequently selected response number one, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired."

Table 31 shows that response number two, "good provision is made for performing this service in an organized and systematic pattern," was most frequently selected by the faculty members for 15 of the items.

Response number four, "little or no provision," was selected most frequently by faculty members for 26 items as shown in Table 32.

Response number five,"I am uncertain or do not know whether this service is performed by the area vocational-technical school," was selected most frequently by faculty members for 16 items as shown in Table 33.

Table 34 indicates that faculty members had one bimodal choice of response numbers four and five for two of the items.

Response number three, "irregular provision is made for performing this service," was not selected most frequently for any of the items. Table 70

Table 29

Night Students' Bimodal Choice of "Little or No Provision" and "Uncertain or Do Not Know" with Respect to Student Personnel Services Perfromed (Copy 2)
(N = 137)

Items	Frequencies	Percentages
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	39	29

Table 30

Faculty Members' Modal Choices of "Excellent Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Service		
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	70	36
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admission.	97	51
13. complete an application form.	133	70
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	94	50
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	71	38
16. present a statement concerning the condition of his health from a physician of his own choosing.	66	35
17. provide the school with a copy of his high school record.	84	44
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.	61	32
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given the opportunity to meet school personnel and become familiar with the physical plant of the school.	67	35
30. a handbook or mimeographed copies of rules, regulations, and policies.	66	35

Table 31

Faculty Members' Modal choices of "Good Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	83	44
2. the admission requirements, entrance tests, tuition, and expenses.	83	44
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
5. students in surrounding high schools.	57	30
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	61	32
7. other interested groups in the community (representatives from industry and civic groups).	57	30
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
9. surrounding high schools to talk with groups of students and with individual students.	62	33
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	69	36
II. Admission Service		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	44	23
III. Personnel Records		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	69	36
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	45	24
24. maintaining a permanent personnel folder on each student containing such information as vocational plans. standardized test scores, high school records, health records, and future plans.	66	35
H. Personnel records on students are used by. . .		
27. the school to send appropriate information about students to employers.	55	29
IV. Orientation Service		
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	51	27
32. one or more planned field trips to industries where students can observe work situations.	64	34
V. Information Service		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
46. good work habits and good employer-employee relations.	49	26

Table 32 (Continued)

Items	Frequencies	Percentages
55. have irregular attendance.	68	36
56. withdraw from school.	74	39
57. desire to transfer from one course to another.	63	33
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	67	35
59. surveys local employers in determining job openings.	66	35
60. arranges for employers to visit the school to interview students.	70	37
61. makes a list of students seeking employment and their preference as to location three months prior to graduation.	75	40
62. assists students in preparing for job interviews.	70	37
63. assists students in finding employment after completing a course of study.	65	34

Table 32

Faculty Members' Modal Choices of "Little or No Provision" with Respect to Student Personnel Services Performed (Copy 2)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Services		
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	48	25
II. Admission Service		
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading, math, etc., and scheduling classes as they are needed.	80	42
III. Personnel Records		
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	53	28
26. a professional counselor to assist students in planning their next step after graduation from vocational-technical school.	63	33
IV. Orientation Service		
I. Information about the school program is provided for new students during the first week of school by means of. . .		
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	53	28
J. Procedures have been developed for familiarizing students with the world of work through. . .		
33. group discussions with former students, employees, and employers.	72	38
34. a unit on "How to Find Employment."	69	36
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	92	48
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	77	41
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	59	31
VI. Counseling Service		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	61	32
49. who have difficulties in their relationships with students and staff members.	60	31
50. who have personal problems.	59	31
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	61	32
52. who need information regarding military service and other special problems related to educational-vocational planning.	62	33
53. in developing and carrying out post-school plans.	64	34
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	67	35

(Table continued on next page)

Table 33

Faculty Members' Modal Choices of "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)
(N = 190)

Items	Frequencies	Percentages
I. Recruitment Service		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
3. the job placement program provided students.	55	29
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
10. PTA's and other civic organizations.	57	30
II. Admission Service		
F. Procedures are developed for. . .		
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course.	54	28
V. Information Service		
L. Provisions are made for making the following types of information available for students' use. . .		
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	56	30
38. reports of apprenticeship and union requirements.	73	38
40. a file on military service obligations and opportunities.	94	50
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment	71	37
42. writing letters of application.	58	31
43. completing job application forms.	63	33
44. preparing for a job interview.	57	30
45. problems encountered in the job situation.	55	29
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
64. assists students in withdrawing from school to obtain employment.	79	42
VIII. Follow-up Service		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	59	31
67. all school dropouts to determine their progress and adjustment on the job.	75	40
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	78	41
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	87	46

Table 34

Faculty Members' Bimodal Choices of "Little or No Provision" and "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)
(N = 190)

Items	Frequencies	Percentages
V. Information Service		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	43	23
VII. Placement Service		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
65. assists former students in finding employment.	65	34

(Appendix E) shows the frequencies and percentages of the responses of faculty members as a total group to the 69 items on Copy 2 of the Schedule.

Comparison of Faculty members' modal choices to Copy 1 of the Schedule as presented in Tables 18, 19, and 20 with their responses to Copy 2 as listed in Tables 30, 31, 32, 33, and 34 indicates that the same level of modal choices was shown for 13 of the items by faculty members for both Copy 1 and Copy 2. Faculty members had different levels of modal choices for Copy 1 and Copy 2 when responding to 56 of the items in the Schedule. These were items: 1, 2, 3, 4, 5, 6, 7, 9, 10, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. For 55 of these items the differences were in the direction denoting that these services were not being performed to the level of expressed need.

Summary

The modal choices of day students, night students, and faculty members for Copy 2 of the Schedule indicated that most of the services were being performed below the level of expressed need. Their agreement on modal choices revealed that excellent and good provisions were being made for only a few of the services.

1. Day students, night students, and faculty members agreed on response number one, "excellent provision," as their modal choice concerning the extent to which the following services were being performed: (a) items 12, 13, 14, 15, and 17 under admission service.

2. Day students, night students, and faculty members agreed on response number two, "good provision," as their modal choice regarding the extent to which the following services were being performed: (a) items 2 and 11 under recruitment service; and (b) item 31 under orientation service.

3. Day students, night students, and faculty members agreed on response number five, "uncertain or do not know," as their modal choice concerning the extent to which the following services were being performed: (a) item 10 under recruitment service; (b) item 21 under admission service; (c) items 37, 38, 40, 42, 43, 44, and 45 under information service; (d) item 64 under placement service; and (e) items 66, 67, 68, and 69 under follow-up service.

4. Two of the three respondent groups agreed on response number one, "excellent provision," as their modal choice concerning the extent to which the following services were being performed: (a) item 16 under admission service; and (b) item 30 under orientation service.

5. Two of the three respondent groups agreed on response number two, "good provision," as their modal choice regarding the extent to which the following services were being performed: (a) items 1, 5, 6, 7, and 9 under recruitment service; (b) items 18 and 19 under admission service; (c) items 22, 23, 24, and 27 under personnel record service; (d) items 28 and 32 under orientation service; and (e) item 46 under information service.

6. Two of the three respondent groups agreed on response number five, "uncertain or do not know," as their modal choice concerning the extent to which the following services were being performed: (a) item 3 under recruitment service; (b) item 20 under admission service; (c) items 25 and 26 under personnel record service; (d) items 33, 34, and 35 under orientation service; (e) items 36, 39, and 41 under information service; (f) items 51, 52, 53, 54, 55, and 56 under counseling service; and (g) items 58, 59, 60, 61, 62, 63, and 65 under placement service.

7. Day students, night students, and faculty members each disagreed on their modal choice as to the extent that each of the following services was performed: (a) items 4 and 8 under recruitment service; (b) item 29 under orientation service; (c) item 47 under information service; and (d) items 48, 49, 50, and 57 under counseling service.

Significant Differences Among Responses of Day Students, Night Students, and Faculty Members

Extent to Which Services Were Needed

Day Students', night students', and faculty members' responses to Copy 1 of the Schedule were compared in combined categories as shown in Table 35. Response numbers three, four, and five were combined because in most cases frequencies in these cells were not great enough for an expectancy of five. When the responses of day students, night students, and faculty members were compared in combined categories, they differed significantly on 47 items at the .01 level and eight items at the .05 level.

Examination of Table 35 revealed that 11 of the 49 items on which responses were significantly different represented services which were classified as "recruitment service." Responses to 10 items under recruitment service showed differences significant at the .01 level and responses to one item showed differences significant at the .05 level. These 11 items were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.

The same modal choices were shown by day students, night students, and faculty members for four of the 11 recruitment itmes. For item numbers 1 and 2, all three respondent groups had as a modal choice response number one, "essential." For items 4 and 10, all the respondent

Table 35

Chi-Square Values Based on Comparisons of the Responses of Day Students, Night Students, and Faculty Members to Extent to Which Student Personnel Services Were Needed (Copy 1) (Day Students N = 290; Night Students N = 136; Faculty N = 190)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	40.95**	Counseling:	
1	18.92**	25	22.16**	47	34.72**
2	20.70**	26	5.64	48	13.67**
3	10.60*	27	1.26	49	38.77**
4	26.14**			50	79.82**
5	40.22**	Orientation:		51	30.83**
6	50.50**	28	8.66	52	20.95**
7	48.35**	29	6.34	53	9.50*
8	49.22**	30	44.48**	54	3.91
9	44.71**	31	3.88	55	32.65**
10	34.43**	32	9.67*	56	59.29**
11	28.12**	33	15.93**	57	31.43**
		34	18.42**		
Admission:		35	2.74	Placement:	
12	46.07**			58	14.02**
13	7.88	Information:		59	8.02
14	4.97	36	30.26**	60	4.02
15	3.02	37	11.93*	61	6.31
16	66.28**	38	6.25	62	10.27*
17	39.51**	39	12.82*	63	4.32
18	51.55**	40	19.76**	64	14.61**
19	12.89*	41	6.60	65	5.80
20	31.00**	42	10.94*		
21	5.18	43	7.19	Follow-up:	
		44	14.91**	66	51.92**
Personnel Records:		45	16.72**	67	31.96**
22	25.97**	46	28.17**	68	17.09**
23	13.61**			69	15.67**

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*Significant at .05 level.

**Significant at .01 level.

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of orginal categories three, four, and five. There were four degrees of freedom.

groups had a modal choice of response number two, "desirable." Inspection of Tables in Appendix E shows that the difference for these items occurred because a higher per cent of the faculty members' responses were concentrated in response number one, while day and night students' responses were more dispersed. On item numbers 5, 6, 7, 8, 9, and 11, both day and night students had response number two, "desirable," as their modal choice, while faculty members had response number one, "essential." For item 3, both faculty members and night students had response number one, "essential," as the modal choice, as compared to day students who had response number two, "desirable." A higher proportion of faculty members than students perceived a greater need for recruitment service.

Items 12 through 21 were classified as "admission service" on the Schedule. Table 35 shows that when the responses of day students, night students, and faculty members were compared, they differed significantly on four items at the .01 level and on two items at the .05 level. These items were: 12, 16, 17, 18, 19, and 20.

When reacting to the admission items, day students, night students, and faculty members had the same modal choice of response number one, "essential," for items 12, 17, 18, and 19. For item 16, all respondent groups had a different modal choice, with faculty members showing response number one, "essential," day students response number two, "desirable," and night students response numbers three, four, and five. Night students and faculty members had response number one, "essential," as a modal choice for item 20, while day students had response number two, "desirable." Again the differences for the four items on which the modal choices were the same could be accounted for by the way the remaining choices were distributed with more faculty members than students selecting response number one, "essential."

Day students', night students', and faculty members' responses to four items grouped as "personnel record service" were significantly different at the .01 level. The four items were 22, 23, 24, and 25.

The same modal choice of response number one, "essential," was selected most frequently by all respondent groups for item 22. For item 22 the differences were accounted for by more faculty members than students selecting response number one, "essential." For item 23 both faculty members and day students had response number two, "desirable," as their modal choice, while night students had response numbers three, four, and five. For item number 24, night students and faculty members most frequently selected response number one, "essential," while day students most frequently selected response number two, "desirable." When responding to item 25, faculty members had response number one, "essential," as their modal choice, while both day and night students had response number two, "desirable."

When the reactions of day students, night students, and faculty members were compared, they differed significantly on three of the eight items classified as "orientation service" at the .01 level and on one item at the .05 level. These items were: 30, 32, 33, and 34.

For item numbers 32 and 33, all three respondent groups most frequently selected response number two, "desirable." The differences in responses for items 32 and 33 were accounted for by a higher proportion of faculty members who selected response numbers one and two, while a higher proportion of day and night students selected response numbers three, four, and five. On item number 30, day students and faculty members selected most frequently response number one, "essential," while night students selected most frequently response number two, "desirable." For item number 34, day students and faculty members selected response number two, "desirable," most frequently, and night students selected response number one, "essential," most frequently.

Twelve of the items on the Schedule were classified as "information service." Day students, night students, and faculty members differed significantly on six of the items at the .01 level and on three items at the .05 level. These items were: 36, 37, 39, 40, 42, 44, 45, 46, and 47.

Day students, night students, and faculty members had the same modal choices for five of the nine information items on which they differed significantly. For item 47, all three respondent groups selected most frequently response number one, "essential." Day students, night students, and faculty members had the same modal choice of two, "desirable," for items 37, 39, 42, and 45. On items 44 and 46, day and night students most frequently chose response number two, "desirable," while faculty members selected most frequently response number one, "essential." For item 36, both faculty members and day students had response number two, "desirable," as their modal choice, while night students selected response numbers three, four, and five. On item 40, faculty members had as their modal choice response number two, "desirable," while day and night students had response numbers three, four, and five.

Responses to eight items classified as "counseling service" were significantly different at the .01 level, and one item showed responses which were significantly different at the .05 level. These items were: 48, 49, 50, 51, 52, 53, 55, 56, and 57.

Different modal selections were found for day students, night students, and faculty members for four of the counseling items. For item number 51, both day and night students most frequently selected response number two, "desirable," while faculty members had response numbers one and two as a bimodal choice. Day students and faculty members most frequently selected response number two, "desirable," for items 50 and 56, while night students most frequently selected response numbers three, four, and five. On items 55 and 57, faculty members selected most frequently response number one, "essential," as compared to night students who selected response number two, "desirable." However, day students selected response number one for item 55 and response number two for item 57. All three respondent groups selected response number two, "desirable," most frequently when responding to items 48, 49, 51, 52, and 53. For these items, the differences were found in a way that remaining choices were distributed with a higher proportion of faculty members selecting response numbers one and two, while students' responses tended to be more dispersed throughout all five response level choices.

When day students', night students', and faculty members' reactions were compared, only two of the items, 58 and 64 under "placement service," showed responses which were significantly different at the .01 level, while responses to item 62 were significantly different at the .05 level.

For item 58, night students and faculty members most frequently selected response number one, "essential," while day students selected response number two, "desirable." All respondent groups had as their modal choice response number two, "desirable," for item 62 and response numbers three, four, and five for item 64. For the items on which the respondents had the same modal choice, the differences probably rested in the fact that more faculty members than students selected response number one, "essential."

Responses to all the items classified as "follow-up service" were significantly different at the .01 level. These items were: 66, 67, 68, and 69.

Day students, night students, and faculty members all agreed that it was desirable for schools to perform items 66 and 68. However, differences occurred in the way in which the remaining responses were distributed among the other four choices, with more faculty members than students selecting response number one, "essential." For item 67, faculty members most frequently selected response number two, while students most frequently selected response numbers three, four, and five. For item 69, faculty members had as their modal choice response number one, "essential," as compared to students who had response number two, "desirable."

Extent to Which Services Were Performed

When the reactions of 288 day students, 137 night students, and 190 faculty members, with regard to the extent services were being performed, were compared as grouped in the five original categories, respondent differed significantly on 56 items at the .01 level and on four items at the .05 level. Table 36 shows the 60 items on which the respondent groups differed significantly.

Among the 60 items on which the responses were significantly different, 10 represented items which were classified as "recruitment service." The responses to item number 2 were significantly different at the .05 level, while the responses to items 1, 3, 4, 5, 6, 7, 8, 9, and 10 were significantly different at the .01 level.

Different modal responses were found for day students, night students, and faculty members on 8 of the 10 items. On items 5, 6, 7, and 9, day students and faculty members most frequently selected response number two, "good provision," as contrasted to night students who selected most frequently response number five, "uncertain or do not know." Also for item number 1, day students and faculty members selected most frequently response number two, "good provision," while night students selected response number one, "excellent provision." All three respondent groups disagreed on the level at which item number 4 was being performed, as day students most frequently selected response number two, night students response number five, and faculty members response number four. Day students, night students, and faculty members had the same modal choice for item numbers 2 and 10, response numbers two and five respectively. For these items, the difference was seen in the way that remaining choices were distributed.

Responses to six of the items classified as "admission service" were significantly different with items 16, 17, 18, 20, and 21 significant at the .01 level and item number 14 at the .05 level.

Day students, night students, and faculty members had the same modal choice for items 14, 17, and 21. All respondent groups selected most frequently response number one, "excellent provision," for items 14 and 17, and response number five, "uncertain or do not know," for item 21. For these items the differences were seen in the way that remaining choices were distributed. For item 16, day students and faculty members had as a modal choice response number one, "excellent provision," whereas night students selected most frequently response four, "little or no provision." Day and night students selected most frequently response number two, "good provision," for item number 18, while faculty members selected most frequently response number one, "excellent provision." On item 20 both day and night students had as a modal choice response number five, "uncertain or do not know," while faculty members had number four, "little or no provision."

Responses to five of the six items classified as "personnel record service" were significantly different with items 23, 24, 25, and 27 at the .01 level and item 22 at the .05 level.

Day students, night students, and faculty members had different modal choices for all the items under personnel records that were significantly different. For items 22, 23, 24, and 27 day students and faculty members selected most frequently response number two, "good provision," whereas night students selected most frequently for items 23, 24, and 27 response number five, "uncertain or do not know," and response number one, "excellent provision," for item number 22. On item number 25, day and night students selected most frequently response number five, "uncertain or do not know," as compared to faculty members who selected response number four, "little or no provision."

Responses to seven of the eight items classified as "orientation service" were all significantly different at the .01 level with the exception of item number 31 which was significantly different at the .05 level. The items were : 28, 29, 31, 32, 33, 34, and 35.

Under orientation service, day students, night students, and faculty members had different modal choices for six of the seven items on which they differed significantly. As a modal choice all respondent groups had response number two, "good provision," for item 31. Again, the difference was seen in the way the remaining choices were distributed. For items 33, 34, and 35 both day and night students selected most frequently response number five, "uncertain or do not know," while faculty members selected most frequently response number four, "little or no provision." On item 28 faculty members had as a modal choice response number one, "excellent provision," whereas, both day and night students had response number two, "good provision." For item 29 all respondent groups had different modal choices, with day students having response number two, night students response numbers four and five, and faculty members response number four. For item 32 day students and faculty members had as a modal choice response number two, while night students had response number five.

Ten of the items classified as "information service" showed response differences significant at the .01 level. These were: 36, 39, 40, 41, 42, 43, 44, 45, 46, and 47.

The same modal choice of response number five, "uncertain or do not know," was found for day students, night students, and faculty members for items 40, 42, 43, 44, and 45. For these items the difference was seen in the way that the remaining choices were distributed. On items 36 and 39 both day and night students most frequently selected response number five, "uncertain or do not know;" however, faculty members selected response number four, "little or no provision." On item 41 faculty members and night students selected most frequently response number five, "uncertain or do not know," while day students selected most frequently response number two, "good provision." For item 46, both day students and faculty members most frequently selected response number two, "good provision," while night students had as a modal choice response number five, "uncertain or do not know." On item 47, day students selected most frequently response number two, "good provision," night students selected response number five, "uncertain or do not know," and faculty members selected both response number four, "little or no provision," and five, "uncertain or do not know."

Responses to all items listed as "counseling service" were significantly different at the .01 level. These were numbers: 48, 49, 50, 51, 52, 53, 54, 55, 56, and 57.

Different modal choices were found for day students, night students, and faculty members for all the items listed under counseling service. As indicated by modal choice, faculty members were more inclined than were students to evaluate the extent to which these items were being performed. Faculty members had a modal choice of response number four, "little or no provision," while night students had a modal choice of response number five, "uncertain or do not know," for items 48, 49, 50, 51, 52, 53, 54, 55, 56, and 57. However, day students selected most frequently response number five, "uncertain or do not know," for items 51, 52, 53, 54, 55, and 56, response number two, "good provision," for items 49, 50, and 57, and response number two and five for item 48.

Responses to all the items listed under "placement service" were significantly different at the .01 level. These items were numbers: 58, 59, 60, 61, 62, 63, 64, and 65.

Again, for all the items with the exception of items 64 and 65 listed under placement service, faculty members were more inclined than were students to evaluate the extent to which these items were being performed as indicated in their modal choices. Therefore, for items 58, 59, 60, 61, 62, and 63 faculty members' modal choice was response number four, "little or no provision," as compared to both day and night students who selected most frequently response number five, "uncertain or do not know." However, for item 64 all respondent groups selected most frequently response number five, "uncertain or do not know." For item 65 both day and night students selected most frequently response number five, while faculty members selected response number four and five.

All the items listed under "follow-up service" showed significantly different responses at the .01 level. These items were numbers: 66, 67, 68, and 69.

For the items listed under follow-up service the same modal choice of response number five, "uncertain or do not know," was found for day students, night students, and faculty members. For these items the differences were seen in the way remaining choices were distributed.

Summary

When the reactions of day students, night students, and faculty members were compared, concerning the extent to which services were needed, the respondents differed significantly on 49 of the 69 items. All respondent groups had the same modal choice for 25 of the 49 items on which they differed significantly. Significant differences existed among day students, night students, and faculty members in the following:

1. A higher proportion of faculty members than students perceived it essential for the area schools to develop positive and systematic procedures for informing prospective students about the area school program.
2. A higher proportion of faculty members than students perceived it essential for the area schools to develop an organized admissions program that requires each person applying for admission to be processed through certain prescribed procedures.

3. A higher proportion of faculty members than students perceived it essential for the area schools to develop an organized procedure for maintaining a permanent personnel record folder on each student.

4. A higher proportion of faculty members than students perceived it either essential or desirable for the area schools to familiarize new students with the area school be means of a handbook or mimeographed copies of rules, policies, and regulations; and to familiarize students with the world of work through field trips to industries and through discussions with former students, employees, and employers. However, a higher proportion of students than faculty indicated that it was essential for the area school instructor ot teach a unit on "How to Find Employment."

5. A higher proportion of faculty members than students indicated that it was essential for the area schools to make available for students information dealing with the world of work, and personal and social adjustment.

6. A higher proportion of faculty members than students perceived a greater need for the area schools to provide professional counseling services for students.

7. A higher proportion of faculty members than students indicated a greater need for the area schools: to assist students in preparing for a job interview; to assist students withdrawing from school to obtain employment; to maintain files, records, and organized arrangements of job requests received from employers. It should be noted that faculty members and students agreed on a larger percentage of the placement service items than on any other service.

8. A higher proportion of faculty members than students perceived a greater need for the area schools to conduct regular and periodic follow-up studies of graduates.

It should be noted that for most items the degree of need expressed by the three respondent groups ranked from high to low in the following order: faculty members, day students, and night students.

When the reactions of day students, night students, and faculty members were compared, regarding the extent to which services were performed, respondents differed significantly on 60 of the 69 items. All respondent groups had the same modal choices for 15 of the 60 items. Significant differences existed among day students, night students, and faculty members in the following areas:

1. A higher proportion of day students and faculty members than night students perceived the area schools as doing more to conduct an organized and systematic procedure for informing the public and prospective students about the area school program.

2. A higher proportion of day students and faculty members than night students perceived the area schools as doing more to require each person applying for admission to: take a battery of aptitude tests for guidance purposes; to present a statement concerning the condition of his health from a physician of his own choosing; and to provide the school with a copy of his high school record. A higher proportion of faculty members than day and night students perceived the area schools as doing more to require each person to meet specific admission standards for a course before his acceptance into the course. Also, day and night students tended to be uncertain or unaware of the extent to which the area schools were screening those students who needed remedial work, or providing a person temporary admission to a course when the student failed to meet part of the admission requirements, while faculty members tended to perceive that little or no provisions were being made for performing these services.

3. A higher proportion of day students and faculty members than night students perceived the area schools as doing more to develop, maintain, and use personnel records.

4. A higher proportion of night students than faculty members and day students were uncertain or unaware of the extent to which the area schools were providing an organized orientation program for new students.

5. A higher proportion of day and night students than faculty members were uncertain of the extent to which the area schools were making available for students' use certain types of information.

6. A higher proportion of day and night students than faculty members were uncertain or unaware of the extent to which the area schools were providing students with professional counseling service.

7. A higher proportion of day and night students than faculty members were uncertain of the extent to which the area schools were providing an organized job placement service.

8. A higher proportion of night students than faculty members were uncertain of the extent to which the area schools were conducting an organized follow-up study.

9. A higher proportion of faculty members than day and night students perceived that little or no provisions were being made by the area schools for providing information service, counseling service, job placement service, and follow-up service.

Significant Differences Between Responses Of Day Students And Night Students

In this section the comparisons will be based on the significant differences in the reactions of day students and night students with respect to the level that student personnel services were needed and to the extent that services were being performed.

Extent to Which Services Were Needed

The responses of day and night students are presented in combined categories in Table 37. Because so few students selected response numbers three, four, and five on Copy 1 of the Schedule, it was necessary to combine these three choices into one cell in order to have an expectancy of five in each cell. When the reactions of day students were compared with the reactions of night students, Table 37 shows that responses to 18 of the items listed on Copy 1 of the Schedule were significantly different at the .01 level and 11 at the .05 level. These items were numbers: 3, 7, 9, 12, 16, 17, 18, 20, 22, 23, 24, 29, 30, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 56, 57, 58, 59, 62, and 67.

Both day and night students had the same modal choice for 19 of the 29 items on which they differed significantly. On items 12, 17, 18, and 22 both day and night students selected response number one, "essential," most frequently. For items 7, 9, 29, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 57, and 62 both day and night students selected most frequently response number two, "desirable." Also, on item 67 both day and night students selected most frequently combined responses three, four, and five. For these items the differences were seen in the way that remaining choices were distributed; however, a closer examination of the distributions revealed certain patterns. It should be noted that on all items, except item 7, more day students selected responses one and two, while more night students selected responses three, four, and five; this finding indicates that day students perceived a greater need for these services than did night students. However, more night students selected response numbers one and two, "essential," and "desirable," for item 7. On items 16, 23, 50, and 56 day students selected most frequently response number two, "desirable," whereas night students selected responses three, four, and five. However,

Table 36

Chi-Square Values Based on Comparisons of the Responses of Day Students, Night Students, and Faculty Members to the Extent to Which Student Personnel Services Were Being Performed (Copy 2) (Day Students N = 288; Night Students N = 137; Faculty N = 190)

Item No.	Chi-Square
Recruitment:	
1	22.21**
2	17.06*
3	23.86**
4	50.02**
5	74.91**
6	42.98**
7	22.13**
8	67.26**
9	62.69**
10	45.36**
11	9.53
Admission:	
12	8.77
13	3.08
14	19.49*
15	7.50
16	32.54**
17	23.30**
18	25.18**
19	5.96
20	39.19**
21	34.14**
Personnel Records:	
22	18.34*
23	46.50**
24	28.85**
25	22.31**
26	34.07
27	60.40**
Orientation:	
28	26.19**
29	31.64**
30	51.59
31	16.41*
32	44.35**
33	23.72**
34	32.47**
35	66.75**
Information:	
36	45.69**
37	15.43
38	13.11
39	41.25**
40	24.63**
41	45.28**
42	35.97**
43	28.78**
44	25.96**
45	42.73**
46	25.44**
Counseling:	
47	43.13**
48	60.97**
49	53.06**
50	66.24**
51	54.75**
52	42.81**
53	39.69**
54	57.36**
55	51.02**
56	44.26**
57	64.88**
Placement:	
58	47.72**
59	43.21**
60	35.97**
61	42.04**
62	47.79**
63	56.14**
64	39.45**
65	48.22**
Follow-up:	
66	68.64**
67	46.47**
68	43.59**
69	50.32**

*Significant at .05 level.
**Significant at .01 level.
Note--All items were compared on the basis of original categories. There were eight degrees of freedom.

Table 37

Chi-Square Values Based on Comparisons of the Responses of Day Students and Night Students to the Extent to Which Student Personnel Services Were Needed (Copy 1) (Day Students N = 290; Night Students N = 136)

Item No.	Chi-Square
Recruitment:	
1	1.94
2	2.59
3	6.96*
4	2.94
5	.13
6	4.14
7	6.91*
8	2.21
9	9.48**
10	2.09
11	1.43
Admission:	
12	7.30*
13	.21
14	3.07
15	1.76
16	37.33**
17	16.90**
18	9.30**
19	.51
20	8.71*
21	1.86
Personnel Records:	
22	11.76**
23	6.56*
24	11.33**
25	1.36
26	3.70
27	1.05
Orientation:	
28	1.75
29	6.03*
30	13.85**
31	1.93
32	5.33
33	3.78
34	5.42
35	1.20
Information:	
36	4.55
37	2.46
38	4.95
39	5.99
40	2.21
41	6.25*
42	9.35**
43	4.00
44	9.65**
45	10.00**
46	6.38*
47	2.00
Counseling:	
48	8.46*
49	18.80**
50	44.91**
51	12.61**
52	11.91**
53	2.83
54	.47
55	4.38
56	18.33**
57	10.05**
Placement:	
58	10.80**
59	7.92*
60	1.50
61	3.24
62	6.29*
63	3.33
64	5.96
65	.82
Follow-up:	
66	4.46
67	9.67**
68	2.78
69	.44

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

on items 3, 20, 24, 58, and 59 night students selected most frequently response number one, "essential," amd day students selected response number two, "desirable." For item 30, day students had as a modal choice response number one, "essential," while night students selected most frequently response number two, "desirable."

Extent to Which Services Were Performed

Grouped in the five original categories, day students' and night students' reactions pertaining to the extent to which services were performed differed significantly on 44 items as shown in Table 38. Thirty-two items had responses which were significantly different at the .01 level, while 12 items had responses which were significantly different at the .05 level. The items that showed significantly different responses were numbers: 1, 3, 4, 5, 6, 8, 9, 14, 16, 17, 21, 22, 26, 27, 28, 29, 30, 33, 34, 36, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 57, 62, 63, 64, 65, 66, 68, and 69.

A comparison of the reactions of day students and night students disclosed that there should be an examination, by student personnel service areas, of the large number of items on which their responses differed significantly. For example, day and night students' responses to "recruitment service" items 1, 4, 5, 6, 8, and 9 were significantly different at the .01 level. In addition, responses to item 3 differed significantly at the .05 level. In responding to these seven items, day and night students had different modal choices for all items. Day students selected most frequently response number two, "good provision," for items 3, 4, 5, 6, 8, and 9, while night students selected most frequently response number five, "uncertain or do not know." On item 1, night students selected most frequently response number one, "excellent provision," while day students selected response number two, "good provision."

Response to three of the "admission service" items 14, 16, and 17 were significantly different at the .01 level, with responses to item 21 being significant at the .05 level. Both day and night students had as a modal choice response number one, "excellent provision," for items 14 and 17, and a modal choice of response number five, "uncertain or do not know," for item 21. The differences for these items were noted in the way in which the remaining choices were distributed. For example, on items 14 and 17 a larger percentage of the day students selected response numbers one and two, while a larger percentage of the night students selected response numbers three, four, and five, indicating that day students perceived these items as being more adequately performed than did night students. On item 16 day students selected most frequently response number one, "excellent provision," while night students selected most frequently response number four, "little or no provision.

A comparison of the responses of day students and night students to the items classified as "personnel records service" showed that students differed significantly on three items. Responses to items 26 and 27 were significantly different at the .01 level, and responses to item 22 were significantly different at the .05 level. Both day and night students selected most frequently response number five, "uncertain or do not know," for item number 26. The differences for this item were noted in the way that the remaining choices were distrubited. On items 22 and 27, day students had as their modal choice response number two, "good provision," as compared to night students who had response number one, "excellent provision," for item number 22 and response number five, "uncertain or do not know," for item 27.

Responses to five of the seven items listed under "orientation service" were significantly different with items 29, 30, and 33 being significant at the .01 level and items 28 and 34 being significant at the .05 level. Day and night students had the same modal choice of five, "uncertain or do not know," for items 33 and 34 and a modal choice of two, "good provision," for item number 28. The differences for item 28 were noted in the fact that a larger proportion of day than night students selected response numbers one and two. However, the differences for items 33 and 34 were due to the fact that a larger proportion of night than day students selected response number five. On both items 29 and 30, day students selected most frequently response number two, "good provision," while night students selected most frequently response number four, "little or no provision," for item 30 and had a bimodal choice of response numbers four and five for item 29.

Responses to the "information service" items of 41, 42, 43, 45, and 47 were different with significance at the .01 level, while responses to items 36, 40, 44, and 46 were different with significance at the .05 level. The same modal choice of five, "uncertain or do not know," was shown by both day and night students for items 36, 40, 42, 43, 44, and 45. The differences for these items were accounted for by the fact that a larger proportion of night students selected responses four and five, while more day students selected response numbers one and two. On items 41, 46, and 47 day students selected most frequently response number two "good provision," as compared to night students who selected most frequently response number five, "uncertain or do not know."

When the responses of day and night students were compared, they differed significantly at the .01 level on all the items listed under "counseling service," with the exception of item number 56. Both day and night students most frequently selected response number five for items 51, 52, 53, 54, 55, and 57. Examinations of the distribution of responses by both day and night students revealed that the differences for these items resulted because

Table 38

Chi-Square Values Based on Comparisons of the Responses of Day Students and Night Students to Extent to Which Student Personnel Services Were Performed (Copy 2) When Expressed in Original Categories (Day Students N = 288; Night Students N = 137)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	6.01	Counseling:	
1	16.62**	25	5.83	48	39.00**
2	5.90	26	16.94**	49	27.85**
3	12.15*	27	23.21**	50	44.17**
4	23.24**			51	28.23**
5	36.39**	Orientation:		52	16.71**
6	17.27**	28	12.27*	53	16.33**
7	2.84	29	17.79**	54	17.76**
8	18.58**	30	44.05**	55	13.50**
9	14.49**	31	6.68	56	9.14
10	5.20	32	7.32	57	15.81**
11	4.48	33	13.37**		
		34	12.70*	Placement:	
Admission:		35	8.82	58	6.75
12	3.67			59	9.40
13	1.20	Information:		60	3.62
14	15.32**	36	10.33*	61	9.40
15	3.04	37	1.70	62	11.99*
16	24.77**	38	.69	63	22.06**
17	22.90**	39	7.28	64	14.27**
18	5.99	40	9.99*	65	14.37**
19	3.73	41	20.76**		
20	2.86	42	14.45**	Follow-up:	
21	11.33*	43	16.81**	66	12.03*
		44	12.80*	67	8.91
Personnel Records:		45	16.61**	68	11.38*
22	10.46*	46	12.48*	69	13.81**
23	5.20	47	28.20**		

Note--All items are compared on the basis of original categories. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

more day students perceived that excellent and good provisions were being provided for performing these services; while more night students were uncertain of the level that these services were being performed. On items 48, 49, 50, and 57 night students selected most frequently response number five, while day students selected response number two for items 49, 50, and 57 and response numbers two and five for item 48.

Responses to three of the "placement service" items, numbers 63, 64, and 65, were significant at the .01 level. In addition, responses to item 62 were significantly different at the .05 level. Both day and night students had the same modal choice of five for items 62, 63, 64, and 65. The differences for these items were attributed to the larger proportion of night students who selected response number five, and to a larger proportion of day students who selected response number one.

Singificant differences were noted for the responses to items 66, 68, and 69 classified under "follow-up service." The responses to item 69 were significantly different at the .01 level, while the differences in responses to items 66 and 68 were significant at the .05 level. The same modal choice of five was shown by both day and night students for items 66, 68, and 69. Again, the differences for these items were accounted for by the larger proportion of night students who selected responses number four and five, while more day students selected responses number one and two.

Summary

When the reactions of day and night students were compared in combined categories, concerning the extent to which services were needed, 29 items had responses which differed significantly. Both day and night students had the same modal choice for 19 of the 29 items. A higher proportion of night students than day students perceived a greater need for the area schools: to inform prospective students about the job placement program provided students; to conduct organized tours for groups to tour the area school; to develop procedures for screening and scheduling classes for students who need remedial work in reading or math; to maintain a permanent personnel folder on each student; to maintain files, records, and organized arrangements of job requests received from employers; and to survey local employers in determining job openings. However, a higher proportion of day than night students perceived a greater need for the area schools: to conduct planned visits to surrounding high schools on college and career days; to develop an organized admission procedure for processing applicants; to develop procedures for obtaining information about students before and after they enter the school; to orient new students about the school through group discussions, and by a handbook or mimeographed copies of rules, policies, and regulations; to provide students with information on the world of work; and to provide personal, educational, and vocational counseling service to students.

When the reactions of day and night students were compared in original categories, concerning the extent to which services were performed, they differed significantly on 44 of the 69 items. Both day and night students had the same modal choice for 25 of the 44 items. A higher proportion of night students than day students perceived that the area schools were doing less: to inform prospective students about the program through an organized recruitment program; to coordinate an organized program of admission; to develop and utilize personnel records to assist students; to orient new students to the area school program and the world of work; to provide students with certain types of information; to provide students with professional counseling service; to provide an organized job placement service coordinated through one office under the supervision of a counselor; and to conduct regular and periodic follow-up studies. In general, responses indicated that student personnel services provided night students were not as systematically organized as those provided day students.

Significant Differences Among Day Students In Responses to Copy 1 and Copy 2 of the Schedule

The purposes of this section are to discuss significant differences in the perceptions of student personnel services needed and performed among day students when grouped on the variables of age, sex, size of day school enrollment, and number of counselors employed in the school. The chi-square values on student personnel services needed where computed on combined categories as shown in Tables 39, 40, 41, and 42. Chi-square values on extent to which services were performed were computed on original categories as shown in Tables 43, 44, 45, and 46.

Age (Copy 1)

Table 39 shows that when the reactions of day students, concerning the extent to which services were needed, were grouped and compared in the age categories of 16 to 19, 20 to 24, and 25 or over, students differed significantly on eight items. Responses to items 30 and 31 were significant at the .01 level of confidence. Responses to items 4, 7, 8, 16, 20, and 38 were significant at the .05 level of confidence.

Table 39

Chi-Square Values Based on Comparisons of the Responses of Day Students by Age to Extent to Which Services Were Needed

(Copy 1)

(Age 16-19 N = 172; Age 20-24 N - 68; Age 25 or over N = 50)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	5.02	**Counseling**:	
		25	4.13		
1	2.75	26	3.08	48	2.75
2	7.74	27	.54	49	2.52
3	3.35			50	4.88
4	10.12*	**Orientation**:		51	.85
5	2.72			52	3.35
6	6.09	28	6.23	53	.49
7	11.77*	29	2.44	54	.91
8	10.89*	30	15.84**	55	5.37
9	2.78	31	13.48**	56	1.94
10	6.20	32	3.61	57	2.73
11	4.18	33	3.64		
		34	1.20	**Placement**:	
Admission:		35	5.78		
				58	4.31
12	5.03	**Information**:		59	4.56
13	5.99			60	2.24
14	4.90	36	1.21	61	2.29
15	4.12	37	1.63	62	3.51
16	12.81*	38	9.65*	63	4.47
17	8.08	39	8.25	64	1.91
18	1.17	40	2.68	65	1.60
19	6.09	41	5.99		
20	11.76*	42	6.89	**Follow-Up**:	
21	7.68	43	1.31		
		44	5.97	66	2.45
Personnel Records:		45	2.24	67	1.63
		46	4.92	68	3.01
22	2.78	47	8.47	69	2.20
23	7.79				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were four degrees of freedon.

*Significant at .05 level.

**Significant at .01 level.

The same modal choice of response number two, "desirable," was shown by all age groups for items 4, 7, 20, 31, and 38. Also, the same modal choice of response number one, "essential," was shown by all age groups for item 30. However, the differences for items 4, 7, 20, and 38 were accounted for by the fact that a larger proportion of day students in the age category of 25 and over selected response numbers one and two, while more day students in the age categories of 16 to 19 and 20 to 24 selected combined response numbers 3, 4, and 5. On items 30 and 31 a larger proportion of day students in the age category of 20 to 24 selected response numbers three, four, and five, while more day students in the age categories of 16 to 19 and 25 and over selected response numbers one and two. A different modal choice was shown for items 8 and 16 with the age groups 16 to 19, and 20 to 24 selecting most frequently response number one, "essential," and age group 25 and over selecting most frequently response number two, "desirable."

Sex (Copy 1)

When the reactions of 192 male day students were compared with the reactions of 98 female day students, concerning the extent to which services were needed, students differed significantly on 18 items as presented in Table 40. Response to items 22, 29, 30, 47, 54, and 60 differed significantly at the .01 level. Responses to items 17, 24, 25, 31, 36, 40, 42, 44, 49, 51, 55, and 58 differed significantly at the .05 level.

Both male and female day students had the same modal choice of response number one, "essential," for items 17, 30, and 54. Also, both male and female day students had the same modal choice of response number two, "desirable," for items 25, 29, 31, 36, 42, 44, 49, 51, and 60. For these items the differences were seen in the way the remaining choices were distributed. On items 36 and 60, the differences resulted when more male students than female students selected response number one, "essential." However, on items 17, 25, 29, 30, 31, 42, 44, 49, 51, and 54, the differences resulted when more female than male day students selected response number one, "essential." On items 22, 24, 47, 55, and 58, male day students selected most frequently response number two, "desirable," as compared to female day students who selected most frequently response number one, "essential." For item 40, male day students selected most frequently response number two, "desirable," while female students selected most frequently response numbers three, four, and five.

Size of Day School Enrollment (Copy 1)

Examination of Table 41 shows that day students differed significantly on 11 items when the responses of day students, concerning the

Table 40

Chi-Square Values Based on Comparison of the Responses of Day Students by Sex to Extent to Which Services Were Needed
(Copy 1)
(Male N = 192; Female N = 98)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	6.29*	**Counseling**:	
		25	8.21*		
1	5.44	26	1.76	48	1.98
2	2.33	27	.51	49	6.01*
3	5.27			50	4.48
4	.69	**Orientation**:		51	7.31*
5	.23			52	1.08
6	.89	28	5.00	53	.51
7	1.72	29	9.55**	54	11.60**
8	4.06	30	9.78**	55	7.41*
9	2.81	31	6.76*	56	2.23
10	3.66	32	.60	57	3.63
11	2.53	33	.10		
		34	.02	**Placement**:	
Admission:		35	2.31		
				58	6.10*
12	3.22	**Information**:		59	1.02
13	2.67			60	9.78**
14	3.03	36	9.02*	61	.16
15	3.89	37	1.80	62	.47
16	3.96	38	2.29	63	.88
17	6.45*	39	.35	64	1.43
18	1.59	40	6.30*	65	1.51
19	1.12	41	5.65		
20	.85	42	7.28*	**Follow-up**:	
21	.06	43	4.00		
		44	7.02*	66	1.02
Personnel Records:		45	1.10	67	3.09
		46	4.22	68	1.91
22	17.57**	47	17.39**	69	.54
23	1.87				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Table 41

Chi-Square Values Based on Comparison of the Responses of Day Students by Size of School Enrollment to Extent to Which Services Were Needed (Copy 1) (School Enrollment 200 or less N = 139; 201 or more N = 151)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	.68	**Counseling:**	
		25	3.35		
1	1.40	26	1.10	48	1.14
2	2.99	27	14.09**	49	1.93
3	5.09			50	5.65
4	.92	**Orientation:**		51	1.87
5	.63			52	1.59
6	.76	28	2.86	53	4.10
7	8.44*	29	2.83	54	3.96
8	.10	30	8.59*	55	.17
9	1.98	31	.75	56	2.65
10	.98	32	5.91	57	.61
11	15.43**	33	1.07		
		34	7.16*	**Placement:**	
Admission:		35	1.47		
				58	7.07*
12	.12	**Information:**		59	6.97*
13	2.49			60	5.20
14	6.76*	36	.78	61	6.06*
15	.03	37	3.56	62	2.10
16	.86	38	1.71	63	3.09
17	1.29	39	2.14	64	.74
18	8.15*	40	1.32	65	.83
19	.87	41	4.20		
20	.92	42	8.64*	**Follow-up:**	
21	1.51	43	1.38		
		44	5.01	66	.39
Personnel Records:		45	.67	67	2.20
		46	.34	68	1.50
22	2.85	47	1.75	69	5.32
23	.32				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

extent to which services were needed, were grouped and compared according to day school enrollment of 200 or less and 201 or more. Responses to items 11 and 27 differed significantly at the .01 level of confidence. Responses to items 7, 14, 18, 30, 34, 42, 58, 59, and 61 differed significantly at the .05 level of confidence.

Inspection of the distribution of day students both from small and large schools disclosed that the same modal choice of response number one, "essential," was shown for items 14, 27, and 30. Also, both groups had the same modal choice of response number two, "desirable," for items 7, 34, 42, and 68. The differences in response for items 7, 14, 27, 34, 42, and 68 were accounted for by the more frequent selection of response number one, "essential," by students from small schools. However, on item 30, more day students from large than small schools selected response number one and two. A different modal choice was shown for items 11, 18, 58, and 59. On items 11, 58, and 59, day students from small schools selected most frequently response number one, "essential," while day students from large schools selected most frequently response number two, "desirable." Yet, on item 18, students from small schools selected most frequently response number two, "dsirable," whereas students from large schools selected most frequently response number one, "essential."

Number of Counselors (Copy 1)

When the reactions of 158 day students from schools with a counselor were compared with the reactions of 132 day students from schools without a counselor, regarding the extent to which services were needed, students differed significantly on 12 items. Responses to four items differed significantly at the .01 level, and eight items had responses which differed significantly at the .05 level as shown in Table 42. These items were numbers: 7, 11, 18, 27, 30, 34, 41, 42, 44, 58, 59, and 69.

On items 30 and 42, both day students from schools with and without a counselor had the same modal choice of response number one, "essential." Furthermore, both groups had the same modal choice of response number two, "desirable," for items 7, 34, 41, and 69. However, the differences resulted from the fact that more day students from schools without than with a counselor selected response number one, "essential," with the only exceptions being items 30 and 41. For items 11, 27, 44, 58, and 59, day students from schools without a counselor selected most frequently response number one, "essential," while day students from schools with a counselor selected response number two, "desirable." Yet, for item 18, day students from schools with a counselor selected response number one, "essential," while students from schools without a counselor selected most frequently response number two, "desirable." In general, day students from schools without a counselor perceived a greater need for nine of the 12 items on which they differed significantly.

Age (Copy 2)

When the reactions of 171 day students, age 16 to 19, 67 day students, age 20 to 24, and 50 day students, age 25 or over, pertaining to the extent to which services were performed, were compared as grouped in the five original categories, they differed significantly on 17 items. Table 43 shows that the responses to items 1, 2, 5, 9, 16, 48, and 63 were significantly different at the .01 level, and the responses to items 3, 8, 10, 25, 28, 33, 42, 59, 61, and 68 were significantly different at the .05 level.

Inspection of the different distributions revealed that for eight of the 17 items on which day students differed significantly, the same modal choice was shown by all three respondent groups. On item 16 all three age groups had response number one, "excellent provision," as a modal choice. For items 1, 2, and 5, all three respondent groups selected most frequently response number two, "good provision." Response number five, "uncertain or do not know," was selected most frequently for items 10, 42, 61, and 68, by all three age groups. For these items the differences in the responses were seen in the way that the remaining choices were distributed; yet, a closer look at the different distributions denoted certain patterns. For instance, a larger proportion of day students, 25 years of age or over, selected response number five, than younger day students who tended to select response number three. This pattern is more clearly defined by the examination of those items on which different modal choices were shown. For example, on items 3, 9, 25, 48, 50, and 63, day students in age categories of 16 to 19 and 20 to 24 selected most frequently response number two, "good provision," while day students in age categories 25 or over selected most frequently response number five, "uncertain or do not know." For item 8, age group 16 to 20 selected response number two, "good provision," most frequently, whereas age group 20 to 24 and 25 or over selected response number five, "uncertain or do not know." All three respondent groups disagreed on the level to which item 28 was performed, with age group 16 to 19 selecting response number four, age group 20 to 24 selecting response number one, and age group 25 and over selecting response number two. Both the age groups of 16 to 19 and 25 and over selected most frequently response number five for item 33, while age group 20 to 24 selected response number four.

It should be noted that seven of the 17 items that were significantly different were classified as recruitment service, and that in general more older than younger day students were more uncertain of the extent to which these services were performed.

Table 44

Chi-Square Values Based on Comparison of the Responses of Day Students by Sex to Extent to Which Services Were Performed
(Copy 2)
(Male N = 190; Female N = 98)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	5.85	Counseling:	
		25	6.58		
1	8.80	26	4.24	48	4.21
2	3.60	27	2.85	49	8.47
3	4.31			50	5.03
4	2.67	Orientation:		51	7.39
5	10.39*			52	9.94*
6	6.36	28	9.08	53	7.82
7	7.81	29	8.88	54	.03
8	11.66*	30	7.33	55	3.34
9	4.35	31	15.16**	56	6.33
10	5.84	32	7.64	57	5.77
11	11.21*	33	11.13*		
		34	2.95	Placement:	
Admission:		35	9.24		
				58	4.01
12	1.69	Information:		59	5.51
13	7.69			60	7.40
14	9.10	36	3.82	61	1.91
15	11.06*	37	5.37	62	2.67
16	6.73	38	11.39*	63	1.37
17	5.47	39	3.22	64	5.31
18	8.62	40	21.83**	65	3.63
19	8.74	41	9.13		
20	6.57	42	12.18*	Follow-Up:	
21	19.26**	43	8.01		
		44	11.40*	66	6.91
Personal Records:		45	2.36	67	4.58
		46	.44	68	4.61
22	9.92*	47	17.94**	69	4.01
23	4.03				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Sex (Copy 2)

When the reactions of 190 male day students were compared with the reactions of 98 female day students regarding the extent to which services were performed, 14 items had responses which differed significantly as shown in Table 44. Responses to items 5, 8, 11, 15, 22, 33, 38, 42, 44, and 62 were significantly different at the .05 level. Responses to items 21, 31, 40, and 47 were significantly different at the .01 level.

Both male and female day students had the same modal choice for eight of the 14 items on which students differed significantly. For items 5, 8, 11, and 47, both male and female day students selected most frequently response number two, "good provision." Both male and female students selected response number five, "uncertain or do not know," most frequently for items 21, 38, 40, and 52. For these items the differences in the responses were seen in the way that remaining choices were distributed. On items 15, 22, and 31, male students selected most frequently response number two, "good provision," as compared to female students who selected most frequently response number one, "excellent provision." For item 33, male students selected response number four, "little or no provision," as compared to female students who selected response number five, "uncertain or do not know." Male students selected most frequently response number five, "uncertain or do not know," for items 42 and 44, whereas female day students selected most frequently response number two, "good provision."

Size of Day School Enrollment (Copy 2)

Examination of Table 45 reveals that when the responses of day students, pertaining to the extent to which services were performed, were grouped and compared according to size of day school enrollment, 40 items had responses which differed significantly. Responses to items numbers 3, 6, 7, 8, 9, 10, 14, 15, 17, 28, 38, 65, 68, and 69 were significant at the .05 level of confidence. Responses to items 5, 19, 25, 26, 29, 30, 37, 39, 40, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, and 67 were significantly different at the .01 level.

Day students from small and large schools had the same modal choice for 20 of the 40 items on which they differed significantly. On items 14, 15, and 17, students from small and large schools selected most frequently response number one, "excellent provision." Both respondent groups selected most frequently response number two, "good provision," for items 5 and 6, and response number five, "uncertain or do not know," for items 10, 37, 38, 39, 40, 56, 58, 59, 60, 61, 62, 65, 67, 68, and 69. For these items the differences were seen in the way remaining choices were distributed. Examination

Table 45

Chi-Square Values Based on Comparison of the Responses of Day Students by Size of School Enrollment to Extent to Which Services Were Performed (Copy 2) (School Enrollment 200 or less N = 138; 201 or more N = 150)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	3.28	Counseling:	
		25	70.04**		
1	7.08	26	58.10**	48	78.28**
2	8.51	27	6.37	49	67.11**
3	9.63*			50	66.68**
4	8.65	Orientation:		51	53.34**
5	16.30**			52	48.39**
6	10.27*	28	13.01*	53	47.11**
7	11.12*	29	15.33**	54	54.58**
8	11.59*	30	29.57**	55	49.66**
9	9.99*	31	2.11	56	40.84**
10	11.34*	32	.52	57	60.42**
11	6.72	33	3.30		
		34	4.30	Placement:	
Admission:		35	8.67		
				58	36.58**
12	2.42	Information:		59	28.73**
13	3.03			60	20.49**
14	13.20*	36	8.77	61	29.94**
15	9.57*	37	13.56**	62	18.72**
16	6.82	38	10.51*	63	26.55**
17	10.88*	39	18.38**	64	8.83
18	5.65	40	14.08**	65	10.21*
19	53.84**	41	4.87		
20	7.82	42	3.51	Follow-up:	
21	6.07	43	5.24		
		44	3.40	66	7.98
Personnel Records:		45	1.10	67	13.31**
		46	.98	68	10.09*
22	7.94	47	4.08	69	10.73*
23	3.97				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

of each distribution disclosed that the differences were in the direction denoting that these services were being performed less in small schools than in large schools. This is indicated by the fact that a larger proportion of students from small schools selected responses three, four, and five, while a larger proportion of students from large schools selected responses one and two. It should be noted that an examination of the items on which different modal choices were shown revealed that the same trend was even more pronounced. For example, students from large schools selected most frequently response number two, "good provision," for items 3, 7, 8, 9, 19, 25, 26, 28, 29, 48, 49, 50, 51, 52, 53, 54, 55, 57, and 63, whereas students from small schools selected most frequently response number four, "little or no provision," for items 19, 26, 28, 29, 48, 49, and 50, and response number five, "uncertain or do not know," for items 3, 7, 8, 9, 25, 51, 52, 53, 54, 55, 57, and 63. On item 30, students from large schools had as their modal choice response number one, "excellent provision," while students from small schools selected most frequently response number four, "little or no provision."

A study of the items on which students differed significantly by student personnel service areas when compared by size of school enrollment, disclosed that all areas were being performed less in small than in large schools. It should be noted that the proportion of items by service areas being performed less in smaller schools ranged from 100 per cent to 33 per cent: 100 per cent counseling service, 88 per cent job placement service, 75 per cent follow-up service, 64 per cent recruitment service, 40 per cent admission service, 38 per cent orientation service, and 33 per cent for personnel records and information service.

Number of Counselors (Copy 2)

When the reactions of 158 day students from schools with a counselor were compared with the reactions of 130 day students from schools without a counselor, regarding the extent to which services were performed, they differed significantly on 41 items. Table 46 shows that the responses to 27 items differed significantly at the .01 level, while responses to 14 items differed significantly at the .05 level. These items were numbers: 2, 5, 8, 9, 11, 14, 15, 16, 17, 19, 20, 22, 25, 26, 28, 29, 30, 36, 37, 39, 40, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, and 68.

Students from schools with and without a counselor had the same modal choices for 23 of the 41 items on which students differed significantly concerning the extent to which services were performed. For items 14, 15, 16, and 17 both had as their modal choice response number one, "excellent provision." On items 2, 5, and 11 both respondent groups selected most frequently

Table 46

Chi-Square Values Based on Comparison of the Responses of Day Students by Number of Counselors Employed in the School as to Extent to Which Services Were Performed (Copy 2) (Schools Without a Counselor N = 130; With Counselors N = 158)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	3.70	Counseling:	
		25	74.59**		
1	3.44	26	64.26**	48	82.74**
2	12.71*	27	6.20	49	66.66**
3	8.11			50	69.10**
4	6.14	Orientation:		51	50.95**
5	10.44*			52	49.63**
6	7.19	28	11.42*	53	44.35**
7	7.96	29	12.51*	54	55.38**
8	10.49*	30	19.08**	55	47.81**
9	11.71*	31	2.68	56	38.52**
10	8.24	32	2.01	57	56.25**
11	10.29*	33	6.42		
		34	3.18	Placement:	
Admission:		35	8.27		
				58	32.02**
12	3.43	Information:		59	33.09**
13	3.72			60	20.27**
14	14.68**	36	10.80*	61	30.65**
15	14.51**	37	13.66**	62	18.81**
16	13.20*	38	8.57	63	30.27**
17	15.00**	39	19.87**	64	10.77*
18	8.86	40	12.04*	65	14.88**
19	34.40**	41	4.67		
20	11.81*	42	3.70	Follow-up:	
21	2.84	43	4.71		
		44	4.30	66	5.63
Personnel Records:		45	1.62	67	10.09*
		46	1.99	68	12.40*
22	18.51**	47	4.39	69	8.62
23	3.98				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

response number two, "good provision." For the remainder of the items, 36, 37, 39, 40, 56, 58, 59, 60, 61, 62, 63, 64, 65, 67, and 68, students from schools with and without a counselor selected most frequently response number five, "uncertain or do not know." The differences in these distributions were in the direction denoting that these services were being performed less in schools without a counselor. A different modal choice was shown for items 8, 9, 19, 25, 26, 28, 29, 48, 49, 50, 51, 52, 53, 54, 55, and 57. Students from schools with a counselor most frequently selected response number two, "good provision," for all items. However, students from schools without a counselor selected most frequently response number four, "little or no provision," for items 19, 28, 29, 48, 49, 50, 51, and 53, and response number five, "uncertain or do not know," for items 8, 9, 25, 26, 52, 54, 55, and 57. For items 22 and 30, students from schools with a counselor selected most frequently response number one, "excellent provision," while students from schools without a counselor selected response number two, "good provision," for item 22, and response number four, "little or no provision," for item 30. For item 20 students from schools with a counselor had a bimodal choice of response numbers four and five, while students from schools without a counselor had as a modal choice response number five.

A study of the items on which day students' responses differed significantly by student personnel areas when grouped by the number of counselors employed in the school, disclosed that all areas were being performed less in schools without a counselor than in schools with a counselor. The proportion of items being performed less in schools without a counselor by service areas ranged from 100 per cent to 33 per cent; 100 per cent for counseling and job placement service, 50 per cent for admission, personnel records, and follow-up service, 45 per cent for recruitment service, 38 per cent for orientation service, 33 per cent for information service.

Summary

When the responses of day students, concerning the extent to which services were needed, were grouped by:

1. Age, students' responses differed significantly on eight items, with a higher proportion of older than younger students perceiving a greater need for the area schools: to develop procedures for groups such as parents and industrial groups to tour the area school; to screen those students who need remedial work in reading and math; and to provide information on apprenticeship and union requirements. However, a higher proportion of younger than older students perceived a greater need for the area schools: to visit surrounding high schools on college and career days; to require each student applying

for admission to present a statement concerning the condition of his health from a physician of his own choosing; to provide new students with information about the area school by means of a handbook; and to familiarize students with the world of work through a unit taught by each instructor.

2. Sex, students' responses differed significantly on 18 items, with a higher proportion of female than male students perceiving a greater need for the area schools: to require students applying for admission to furnish the school with a copy of their high school transcript; to develop procedures for acquiring information about students before they enter school; to maintain a permanent personnel record folder on each student; to use personnel records to assist students in selecting a course of study; to provide new students with information about the school by means of a handbook; to familiarize students with the world of work through a unit taught by each instructor; to provide publications for students' use on self-improvement and preparing for a job interview; to counsel with students pertaining to learning difficulties, irregular attendance, and interpersonal relationships; to maintain an organized arrangement of job requests received from employers. A higher proportion of male than female students perceived a greater need for the area schools to make available follow-up studies of former students; to make available information on military service obligations and opportunities; and to arrange for employers to visit the school to interview students.

3. Size of day school enrollment, students' responses differed significantly on 11 items, with a higher proportion of students from smaller than larger schools perceiving a greater need for the area schools: to organize visits for different groups to tour the school: to provide prospective students information about the school program such as entrance data, programs of study, etc.; to require each person applying for admission to take a battery of aptitude tests for guidance purposes; to use personnel records of students to send appropriate information about students to employers; to familiarize students with the world of work through a unit on "How to Find Employment;" to provide publications for students' use on writing letters of application; to survey local employers to determine job openings; and to keep an organized arrangement of job requests received from employers. A higher proportion of students from larger than smaller schools perceived a greater need for the area schools: to require each person to meet specific admission standards; and to provide new students information about the school by means of a handbook.

4. Number of counselors employed in the school, students responses differed significantly on 12 items, a higher proportion of students in schools without than with a counselor perceiving a greater need for the area schools: to organize visits for different groups to tour the school and release information about the school program; to use personnel records for the purpose of sending appropriate information about students to prospective employers; to familiarize students with the world of work through a unit on "How to Find Employment;" to provide publications for students' use on writing letters of application and preparing for a job interview; to maintain an organized arrangement of job requests received from employers, and to survey local employers in determining job openings; and to summarize information received from follow-up studies. A higher proportion of students from schools with than without a counselor perceived a greater need for the area schools to require each person entering the school to meet specific admission standards; to provide new students information about the school program by means of a handbook; and to provide publications for students' use on seeking employment.

When the responses of day students, concerning the extent to which services were performed, were grouped by:

1. Age, students' responses differed significantly on 17 items, with a higher proportion of older than younger students being uncertain as to what their schools were doing: to inform prospective students about the area school program through such organized procedures as, at designated intervals, providing surrounding high schools with information about school programs; to organize tours for different groups to visit the area school; to conduct planned visits to surrounding high schools; to require each person applying for admission to present a statement concerning the condition of his health; to use personnel records to assist prospective students in selecting a course of study; to inform new students about the area school program through a conducted tour and about the world of work through group discussions with former students, employers, and employees; to provide students with publications on writing letters of application; to provide counseling services for students with financial and personal problems; to maintain a list of students seeking employment; to coordinate through one office under the supervision of a counselor a job placement program; and to conduct regular and periodic follow-up studies of all graduates and dropouts to determine their reactions toward training they had received.

2. Sex, students' responses differed significantly on 14 items, with a higher proportion of male than female day students perceiving the area schools as doing less: to inform prospective students about the school program through conducted tours of the area schools and through conducted visits to high schools on college and career days; to have each person applying for admission take entrance tests for guidance purposes; to obtain information about students before they enter school through such means as questionnaire, interviews, tests, high school transcript, health records, etc.; to orient new students to the world of work through a unit taught by the instructor or through group discussion with former students, employers, and employees; to provide students with adequate quantities of information on apprenticeship and union requirements, on writing letters of application, on preparing for job interviews, on military service obligations and opportunities, and on self-improvement; and to assist students who need information regarding military service and other special problems related to educational-vocational planning.

3. Size of day school enrollment, students differed significantly in responses on 40 items, with a higher proportion of students in smaller than larger schools perceiving their schools as doing less: to inform prospective students about the area school program; to provide an organized admission procedure; to provide student personnel records service; to provide new students with information about the school program; to make available for students' use information on success of former students, on employment conditions, and study skills, and on military service obligations; to provide students with counseling services; to provide an organized job placement service; and to conduct follow-up studies of graduates and dropouts.

4. Number of counselors employed in the school, students' responses differed significantly on 41 items with a proportion of students from schools without than with a counselor perceiving their schools as doing less: to inform prospective students about the area school program; to provide an organized admission service; to provide student personnel records service; to familiarize new students with the school program; to make available for students' use certain types of information; to provide counseling service for students; to provide an organized job placement service for students; and to conduct regular and periodic follow-up studies of graduates and dropouts.

Table 47

Chi-Square Values Based on Comparison of the Responses of Night Students by Age to Extent to Which Services Were Needed (Copy 1) (Age 16-19 N = 28; Age 20-24 N = 46; Age 25 or over N = 62)

Item No.	Chi-Square
Recruitment:	
1	5.17
2	2.88
3	7.49
4	2.07
5	4.10
6	7.69
7	19.04**
8	1.33
9	1.64
10	6.45
11	10.34*
Admission:	
12	6.97
13	5.14
14	7.20
15	5.03
16	1.61
17	.76
18	1.42
19	5.23
20	4.37
21	2.70
Personnel Records:	
22	3.55
23	2.80
24	.61
25	1.58
26	3.11
27	.48
Orientation:	
28	5.19
29	9.61*
30	2.63
31	1.52
32	3.75
33	8.04
34	4.49
35	4.17
Information:	
36	12.31*
37	3.28
38	7.18
39	10.31*
40	6.04
41	4.79
42	1.47
43	1.07
44	.61
45	1.51
46	5.95
47	2.19
Counseling:	
48	5.82
49	10.27*
50	5.94
51	4.23
52	9.91*
53	3.49
54	1.92
55	9.30
56	2.10
57	3.10
Placement:	
58	.75
59	12.20*
60	3.21
61	4.23
62	8.12
63	7.52
64	4.21
65	3.79
Follow-up:	
66	7.05
67	11.66*
68	1.87
69	3.55

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, five. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Significant Differences Among Night Students In Responses to Copy 1 and Copy 2 of the Schedule

The purposes of this section are to discuss significant differences in the perceptions of student personnel services needed and performed among night preparatory students when grouped on the variables of age, sex, size of night school enrollment, and number of counselors employed in the school. The chi-square values on student personnel services needed were computed on combined categories as shown in Tables 47, 48, 49, and 50. Chi-square values on the extent to which student personnel services were performed were computed on original categories as shown in Tables 51, 52, 53, and 54.

Age (Copy 1)

Table 47 shows that there were nine significant differences when the reactions of night students, concerning the extent to which services were needed, were grouped and compared according to age categories of 16 to 19, 20 to 24, and 25 or over. Responses to item 7 differed significantly at the .01 level, while responses to items 11, 29, 36, 39,49, 52, 59, and 67 differed significantly at the .05 level.

The same modal choice of response number two, "desirable," was shown by all age groups for items 29, 39, and 52. Also, the same modal choice of response numbers three, four and five, combined, was shown by all age groups for item 67. However, the differences for these distributions were accounted for by the frequent selection of response number one by night students in age category 19 or less. On items 7 and 49 night students in age categories 16 to 19, and 20 to 24 selected most frequently response number two, "desirable," while night students in the age category of 25 or over selected response number one, "essential." For item 11, night students in the age category of 16 to 19 selected most frequently response number one, "essential," whereas night students in age categories of 20 to 24 selected response number two, "desirable." Both older and younger students selected response number one, "essential," for item 59, while students age 20 to 24 selected response number two, "desirable." Also both older and younger students had response number two, "desirable," as a modal choice for item 31, while students age 20 to 24 selected response numbers three, four, and five.

Sex (Copy 1)

Examination of Table 48 indicates that when the responses of night students, concerning the extent to which services were needed, were grouped and compared by sex, students differed significantly

Table 48

Chi-Square Values Based on Comparison of the Responses of Night Students by Sex to Extent to Which Services Were Needed (Copy 1) (Male N = 115; Female N = 21)

Item No.	Chi-Square
Recruitment:	
1	3.34
2	7.12*
3	1.94
4	9.09*
5	1.34
6	.80
7	2.00
8	16.11**
9	3.53
10	1.28
11	.44
Admission:	
12	3.03
13	.89
14	1.36
15	.49
16	.92
17	2.01
18	1.91
19	1.14
20	.53
21	.17
Personnel Records:	
22	.76
23	.16
24	7.10*
25	4.29
26	.59
27	.08
Orientation:	
28	8.97*
29	1.26
30	2.88
31	.90
32	1.46
33	.32
34	.72
35	1.36
Information:	
36	.85
37	.77
38	2.74
39	.91
40	.77
41	1.78
42	1.80
43	4.33
44	.78
45	1.07
46	2.37
47	3.64
Counseling:	
48	.83
49	.67
50	.40
51	.91
52	1.76
53	.27
54	.12
55	5.85
56	.05
57	1.64
Placement:	
58	7.31*
59	.07
60	3.63
61	5.84
62	1.11
63	6.12*
64	1.06
65	5.29
Follow-up:	
66	.25
67	.25
68	.19
69	.84

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 49

Chi-Square Values Based on Comparison of the Responses of Night Students by Size of School Enrollment to Extent to Which These Services Were Needed (Copy 1) (School Enrollment 175 or less N = 51; 176 or more N = 85)

Item No.	Chi-Square
Recruitment:	
1	1.31
2	5.33
3	1.43
4	3.89
5	5.40
6	1.21
7	.28
8	2.47
9	.60
10	.92
11	3.25
Admission:	
12	1.11
13	.28
14	4.84
15	3.94
16	6.88*
17	.42
18	3.02
19	1.78
20	6.01*
21	1.63
Personnel Records:	
22	2.56
23	4.03
24	5.44
25	1.21
26	9.22**
27	4.32
Orientation:	
28	2.75
29	1.57
30	3.25
31	2.51
32	1.09
33	4.69
34	1.01
35	2.36
Information:	
36	1.31
37	1.26
38	3.52
39	1.32
40	.04
41	3.55
42	.04
43	1.96
44	1.30
45	.42
46	1.75
47	1.70
Counseling:	
48	.25
49	2.00
50	.66
51	.15
52	3.01
53	3.27
54	1.56
55	1.92
56	.49
57	.37
Placement:	
58	3.79
59	9.69**
60	1.60
61	7.53*
62	5.57
63	2.33
64	1.15
65	2.10
Follow-up:	
66	2.61
67	.10
68	.36
69	.18

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 50

Chi-Square Values Based on Comparison of the Responses of Night Students by Number of Counselors Employed in the School to the Extent to Which Services Were Needed (Copy 1) (Schools Without Counselors N = 96; With Counselors N = 40)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	8.21*	**Counseling:**	
		25	1.81		
1	3.83	26	3.47	48	4.24
2	1.25	27	3.39	49	5.29
3	1.58			50	9.74**
4	1.20	**Orientation:**		51	2.63
5	4.40			52	6.45*
6	5.57	28	1.38	53	1.74
7	1.36	29	.01	54	.07
8	4.01	30	4.51	55	.66
9	2.64	31	.16	56	.71
10	1.34	32	.40	57	3.97
11	2.67	33	2.20		
		34	.67	**Placement:**	
Admission:		35	.44		
				58	4.73
12	.39	**Information:**		59	.95
13	.84			60	.34
14	3.36	36	3.98	61	1.78
15	.57	37	1.03	62	1.12
16	4.36	38	2.90	63	1.38
17	.75	39	1.67	64	9.99**
18	2.86	40	3.17	65	4.64
19	1.59	41	1.62		
20	4.38	42	2.41	**Follow-Up:**	
21	4.25	43	.57		
		44	1.61	66	.82
Personnel Records:		45	1.76	67	2.75
		46	2.50	68	.06
22	.23	47	2.21	69	1.79
23	4.28				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

on six items. Responses to item 8 were significant at the .01 level of confidence, while responses to items 2, 4, 28, 58, and 63 were significant at the .05 level of confidence.

Both male and female night students had the same modal choice for only two of the six items on which they differed significantly. For items 2 and 58, both male and female students selected most frequently response number one, "essential." On items 2 and 58, the differences in the responses were due to the selection of response number one, by a larger proportion of females and the selection of response number two by more males. On items 4, 8, and 28 male night students selected most frequently response number two, "desirable," as compared to female students who selected most frequently response number one, "essential." On item 63, male students selected most frequently response number one, "essential," while female students selected number two, "desirable."

Size of night school enrollment (Copy 1)

When the reactions of 51 night students from schools with an enrollment of 175 or less were compared with the reactions of 85 night students from schools with an enrollment of 176 or more, concerning the extent to which services were needed, students differed significantly on five items. Responses to items 26 and 59 differed significantly at the .01 level, while responses to items 16, 20, and 61 differed significantly at the .05 level, as shown in Table 49.

Night students from both small and large schools had the same modal choice of response number one, "essential," for items 59 and 61 and combined response numbers three, four, and five for item 16. The differences for the responses to the above items were accounted for by a larger proportion of students from small schools who selected response number one, while a larger proportion of students from large schools selected responses two, three, four, and five. On items 20 and 26, students from small schools had as their modal choice response number one, "essential," while students from large schools had response number two, "desirable." A higher proportion of students from smaller than larger schools perceived a greater need for the schools to perform the five items on which they differed significantly.

Number of counselors (Copy 1)

When the reactions of 96 students from schools without a counselor were compared with the reactions of 40 night students from schools with a counselor, regarding the extent to which services were needed, students differed significantly on four items. Table 50 shows that students differed significantly on items 50 and 64 at the .01 level and at the .05 level on items 24 and 52.

Table 51

Chi-Square Values Based on Comparison of the Responses of Night Students by Age to Extent to Which Services Were Performed (Copy 2) (Age 16-19 N = 28; Age 20-24 N = 47; Age 25 or over N = 62)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	5.21	**Counseling:**	
		25	15.54*		
1	12.19	26	12.74	48	19.99*
2	5.56	27	17.33*	49	20.19**
3	24.44**			50	11.59
4	14.77	**Orientation:**		51	3.65
5	20.56**			52	17.07*
6	4.72	28	6.00	53	7.97
7	9.57	29	8.26	54	8.39
8	24.14**	30	6.83	55	14.00
9	14.51	31	5.29	56	8.57
10	8.39	32	6.47	57	12.69
11	9.12	33	9.69		
		34	14.65	**Placement:**	
Admission:		35	21.35**		
				58	10.75
12	7.46	**Information:**		59	6.23
13	9.40			60	7.43
14	13.40	36	18.31*	61	10.38
15	6.57	37	10.88	62	3.68
16	14.60	38	8.16	63	6.52
17	6.27	39	21.59**	64	17.07*
18	7.28	40	10.04	65	20.88**
19	8.19	41	12.78		
20	18.16*	42	5.00	**Follow-up:**	
21	9.03	43	1.56		
		44	4.44	66	17.70*
Personnel Records:		45	6.99	67	10.71
		46	4.84	68	10.78
22	12.73	47	8.85	69	4.35
23	3.38				

Note--All items were compared on the basis of original categories. There were eight degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Night students from schools with and without a counselor both selected most frequently combined response numbers three, four, and five for item 64. The differences in the responses for item 64 were accounted for by the more frequent selection of response numbers one and two by night students from schools with a counselor and the more frequent selection of response numbers three, four, and five by students from schools without a counselor. For items 50 and 52, students from schools with a counselor selected most frequently response number two, "desirable," while students from schools without a counselor selected responses three, four, and five. On item 24, students from schools with a counselor selected most frequently response number two, "desirable," while students from schools without a counselor selected response number one, "essential."

Age (Copy 2)

Table 51 shows that when the reactions of night students, pertaining to the extent to which services were performed, were compared by age, night students differed significantly at the .01 level on items 3, 5, 8, 35, 39, 49, and 65, and at the .05 level on items 20, 25, 27, 36, 48, 52, 64, and 66.

Inspection of the different distributions revealed that the three respondent groups showed the same modal choice for eight of the 15 items. For items 27, 36, 48, 49, 52, 64, 65, and 66 all three groups selected most frequently response number five. For these items the differences were the result of more younger than older students who selected response numbers one, two, three, and four. Night students in the age categories of 20 to 24 and 25 or over selected most frequently response number five for items 3, 5, 8, 20, 25, 35, and 39; while students 19 and younger selected most frequently response number one for items 3, 5, and 8; response number two for items 35 and 39; response number three for item 20; and response number four for item 25.

Sex (Copy 2)

When the reactions of night students, pertaining to the extent to which services were performed, were compared by sex, students differed significantly on two items. Table 52 shows that students differed significantly on items 25 and 34 at the .05 level. Both male and female night students had response number five, "uncertain or do not know," as a modal choice for items 25 and 34. For these items, differences in responses were accounted for by a higher proportion of males who selected response numbers one, two, and three as compared to more females who selected response numbers four and five.

Table 52

Chi-Square Values Based on Comparison of the Responses of Night Students by Sex to Extent to Which Services Were Performed (Copy 2) (Male N = 115; Female N = 22)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	7.96	Counseling:	
		25	11.01		
1	1.29	26	6.08	48	1.95
2	8.74	27	3.53	49	3.21
3	1.38			50	1.86
4	8.06	Orientation:		51	6.25
5	4.03			52	2.82
6	5.32	28	4.12	53	3.15
7	4.57	29	5.66	54	2.42
8	4.93	30	.98	55	4.58
9	5.30	31	2.74	56	2.48
10	3.08	32	7.73	57	6.38
11	3.95	33	2.06		
		34	11.37*	Placement:	
Admission:		35	4.98		
				58	5.01
12	.85	Information:		59	1.16
13	3.45			60	5.08
14	1.16	36	8.52	61	2.34
15	.94	37	4.19	62	1.65
16	4.19	38	9.34	63	1.34
17	3.19	39	4.04	64	3.27
18	1.32	40	3.53	65	1.75
19	5.11	41	2.49		
20	2.21	42	7.21	Follow-up:	
21	5.63	43	1.32		
		44	4.74	66	4.05
Personnel Records:		45	4.49	67	6.93
		46	5.48	68	3.32
22	6.75	47	3.63	69	2.86
23	6.62				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.

Table 53

Chi-Square Values Based on Comparison of the Responses of Night Students by Size of School Enrollment to Extent to Which Services Were Performed (Copy 2) (School Enrollment 175 or less N = 51; 176 or more N = 86)

Item No.	Chi-Square
Recruitment:	
1	19.48**
2	17.31**
3	7.31
4	4.87
5	8.57
6	2.92
7	4.99
8	10.90*
9	11.84*
10	11.80*
11	18.68**
Admission:	
12	10.42*
13	12.97*
14	6.41
15	3.38
16	13.44**
17	3.41
18	2.90
19	12.89*
20	7.09
21	11.33*
Personnel Records:	
22	1.56
23	6.78
24	4.63
25	9.79*
26	2.89
27	4.98
Orientation:	
28	15.09**
29	14.71**
30	11.64*
31	11.00*
32	11.53*
33	14.01**
34	5.60
35	15.91**
Information:	
36	7.84
37	6.81
38	18.42**
39	8.87
40	4.27
41	9.89*
42	13.10*
43	9.26
44	5.92
45	9.12
46	14.54**
47	21.05**
Counseling:	
48	4.70
49	2.42
50	1.29
51	2.70
52	1.47
53	1.96
54	9.02
55	9.14
56	2.09
57	11.21*
Placement:	
58	11.56*
59	4.43
60	7.74
61	3.93
62	3.06
63	2.99
64	4.76
65	7.28
Follow-up:	
66	9.30
67	10.19*
68	8.49
69	9.01

Note--All items were compared on the basis of original categories. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Size of Night School Enrollment (Copy 2)

When the reactions of 51 night students from schools with an enrollment of 175 or less were compared with the reactions of 86 night students from schools with an enrollment of 176 or more, concerning the extent to which services were performed, students' responses differed significantly on 27 items as disclosed in Table 53. Responses differed significantly on 11 items at the .01 level, and on 16 items at the .05 level. These items were numbers 1, 2, 8, 9, 10, 11, 12, 13, 16, 19, 21, 25, 28, 29, 30, 31, 32, 33, 35, 38, 41, 42, 46, 47, 57, 58, and 67.

Night students from both small and large schools had the same modal choice for 17 of the 27 items on which students differed significantly. Response number five, "uncertain or do not know," was shown most often as a modal choice by night students from both small and large schools for the following items: 8, 9, 10, 21, 25, 32, 33, 35, 38, 41, 42, 46, 47, 57, 58, and 67. For item 13, both selected most frequently response number one, "excellent provision." Differences for these items were noted in the way the responses were dispersed. For items 1, 2, 11, 12, 16, 30, and 31, night students from small schools had as their modal choice response number one, "excellent provision," as compared to night students from large schools who selected most frequently response number two, "good provision," for items 1, 2, 11, 12, and 31 and response number four, "little or no provision," for items 16 and 30. Night students from small schools had as their modal choice response number two, "good provision," for item 28, while night students from large schools had as their modal choice response number four, "little or no provision." For items 19 and 29, students from small schools selected most frequently response number five, "uncertain or do not know," while night students from large schools selected response number one, "excellent provision," for item 19 and response number four, "little or no provision," for item 29.

Number of counselors (Copy 2)

When the reactions of night students from schools without a counselor were compared with the reactions of night students from schools with a counselor, they differed significantly on 11 items. Table 54 shows that responses to four items differed significantly at the .01 level and responses to seven items differed significantly at the .05 level. The items were numbers: 4, 5, 7, 13, 19, 25, 26, 28, 29, 37, and 44.

Night students from schools without and with a counselor had response number five, "uncertain or do not know," as their modal choice for items 4, 5, 7, 26, 37, and 44, and response number one, "excellent provision," for item 13. For these items, differences were accounted for by the way the frequencies were distributed among the remaining choices.

Table 54

Chi-Square Values Based on Comparison of the Responses of Night Students by Number of Counselors Employed in the School to the Extent to Which Services Were Performed (Copy 2) (Schools Without Counselors N = 96; With Counselors N= 41)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	8.12	Counseling:	
		25	21.85**		
1	2.06	26	12.81*	48	7.94
2	6.59	27	4.41	49	5.17
3	2.78			50	5.78
4	11.84*	Orientation:		51	4.69
5	15.47**			52	4.94
6	6.12	28	19.29**	53	2.82
7	18.96**	29	12.21*	54	3.13
8	6.96	30	2.12	55	3.29
9	4.41	31	5.56	56	.91
10	4.10	32	4.46	57	2.51
11	3.34	33	5.31		
		34	.71	Placement:	
Admission:		35	8.30		
				58	.48
12	5.67	Information:		59	4.75
13	11.02*			60	2.11
14	2.93	36	5.97	61	4.23
15	.77	37	11.58*	62	4.80
16	8.20	38	9.30	63	6.11
17	5.42	39	1.46	64	2.79
18	3.39	40	3.42	65	4.32
19	9.88*	41	9.08		
20	.27	42	8.18	Follow-up:	
21	6.47	43	8.86		
		44	12.29*	66	6.67
Personnel Records:		45	4.30	67	1.99
		46	7.9[illegible]	68	3.46
22	2.98	47	4.57	69	7.68
23	5.10				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

For items 19 and 25, night students from schools without a counselor had as their modal choice response number five, "uncertain or do not know," while night students from schools with a counselor had as their modal choice response number one, "excellent provision," for item 19 and response number two, "good provision," for item 25. Night students from schools without a counselor selected most frequently response number two, "good provision," for items 28 and 29, while night students from schools with a counselor selected most frequently response number four, "little or no provision."

Summary

When the responses of night students, concerning the extent to which services were needed, were grouped by:

1. Age, students' responses differed significantly on nine items with a higher proportion of younger than older students perceiving a greater need for the area schools: to familiarize new students with the area school by means of a group meeting in which they can become familiar with the purposes and objectives of the school; to make available for students' use information on improvement of reading and study skills and on written reports of follow-up studies of former students and their success; to provide a professional counselor for assisting students who have difficulties in their relationship with students and staff members and need information regarding military service and other special problems related to educational-vocational planning; and to conduct regular and periodic follow-up studies of all school dropouts to determine their progress and adjustment on the job. A higher proportion of older than younger students perceived a greater need for the area schools to release information about entrance data, programs of study, and performance of former students.

2. Sex, students' responses differed significantly on six items, with a higher proportion of female than male night students perceiving a greater need for the area schools: to provide information in an organized and systematic way to the surrounding high schools at designated intervals about the admission requirements, entrance tests, tuition, and expenses; to organize planned visits for groups to tour the area school, including parents of high school students; to conduct planned visits to surrounding high schools on college and career days; to provide new students with information about the school program during the first week of school by means of a conducted tour of the school; and to maintain files, records, and organized arrangements of job requests received from employers. A higher proportion of male than female students perceived a greater need for the area schools to assist students in finding employment after completing a course of study.

3. Size of night school enrollment, students' responses differed significantly on five items, a higher proportion of students from smaller than larger schools perceiving a greater need for the area schools: to require each person applying for admission to present a statement concerning the condition of his health from a physician; to screen those students who need remedial work in reading or math; to use personnel records to assist students in planning their next step after completing the area school; to survey local employers in determining job openings; and to make a list of students seeking employment three months prior to their graduation.

4. Number of counselors employed in the school, students' responses differed significantly on four items, with a higher proportion of students from schools with than without a counselor perceiving a greater need for the area school to provide counseling service for students who have personal problems and need information regarding military service; and to assist students withdrawing from school to obtain employment. A higher proportion of students from schools without than with a counselor perceived a greater need for the area schools to maintain a permanent personnel folder on each student.

When the responses of night students, regarding the extent to which services were performed, were grouped by:

1. Age, students' responses differed significantly on 15 items with a higher proportion of old than young students being uncertain as to what their schools were doing: to inform prospective students of the job placement program; to organize visits for groups of students to tour the area school; to conduct planned visits to surrounding high schools; to screen students who need remedial work; to use personnel records in assisting students to select a course of study and to send appropriate information about students to employers; to assist students through a special unit to improve their study habits; to make available for students' use written reports of follow-up studies of former students, and on the improvement of reading and study skills; to provide a professional counselor to assist students who have financial problems related to education, difficulties in their relationship with students and staff members, and need information regarding military service; to assist students withdrawing from school to obtain employment; to assist former students in finding employment; and to conduct regular and periodic follow-up studies of all graduates.

2. Sex, students' responses differed significantly on two items, with a higher proportion of female than male students perceiving the area schools as doing less to use personnel

records to assist prospective students in selecting a course of study, and to familiarize students with the world of work through a unit on "How to Find Employment."

3. Size of night school enrollment, students' responses differed significantly on 27 items, with a higher proportion of students in smaller than larger schools perceiving their schools as doing less: to require each person applying for admission to meet with the counselor for the purpose of selecting a course of study that appears to be most realistic for the applicant; to use personnel records to assist prospective students to select a course of study; to familiarize students with the world of work through planned field trips to industries and through group discussions with former students, employees, and employers; to maintain files, records, and organized arrangements of job requests received from employers; and to conduct regular and periodic follow-up studies of all school dropouts to determine their progress and adjustment on the job. A higher proportion of students from large than small schools perceived their schools as doing less: to inform prospective students about the area school program; to require each person applying for admission to have an interview with the person in charge of admissions; to complete an application form; to present a statement concerning the condition of his health from a physician of his own choosing; to develop procedures for providing a student temporary admission to a course when the student fails to meet part of the admission requirements; to familiarize new students with information about the school program; to provide a special unit on the improvement of study habits to all students whose school achievement and general aptitude is low; and to make available for students' use information on apprenticeship and union requirements, on seeking employment, on writing letters of application, on good work habits, and on self-improvement; and to provide counseling service to students who desire to transfer from one course to another.

4. Number of counselors employed in the school, night students' responses differed significantly on 11 items, with a higher proportion of students from schools with than without a counselor perceiving their schools as doing less: to conduct tours for groups to visit the school, such as parents of high school students, students in surrounding high schools, and other interested groups in the community; and to familiarize new students with the school program through conducted tours and group meetings. A higher proportion of students from schools without than with a counselor perceived their schools as doing less: to require each person applying for admission to complete an application form; to assist each student in selecting a

course that appears realistic with the student's own abilities; to use personnel records to assist prospective students in selecting a course of study; and to plan their next step after completing the course. A higher proportion of students from schools with than without a counselor were uncertain or unaware of the extent to which the area schools were making available for students' use information on local employment conditions, and on preparing for a job interview.

Significant Differences Among Faculty Members In Response to Copy 1 and Copy 2 of the Schedule

The purposes of this section are to discuss significant differences in the perceptions of student personnel services needed and performed among faculty members when grouped on the variables of age, sex, size of day school enrollment, number of counselors, certification level, and teaching experience. The chi-square values on student personnel services needed were computed on combined categories as shown in Tables 55, 56, 57, 58, 59, and 60. Chi-square values on extent to which the student personnel services were performed were computed on original categories as shown in Tables 61, 62, 63, 64, 65, and 66.

Age (Copy 1)

Table 55 shows that faculty members' responses differed significantly on two items when their reactions concerning the extent to which services were needed were grouped and compared according to the following age categories: 32 or younger, 33 to 45, and 46 or over. Item 64 showed responses which differed significantly at the .01 level, while item 55 showed responses which differed significantly at the .05 level.

The same modal choice was shown by faculty members from all age groups for the two items on which they differed significantly as follows: response number one, "essential," for item 55, and responses three, four, and five for item 64. More older than younger faculty members selected response numbers one and two.

Sex (Copy 1)

A summary of the significant differences obtained when the reactions of faculty members, pertaining to the extent to which services were needed, were grouped and compared by sex is presented in Table 56. Responses to two items differed significantly at the .01 level, while responses to four items differed significantly at the .05 level. These items were: 2, 3, 23, 24, 42, and 43.

Table 55

Chi-Square Values Based on Comparison of Responses of Faculty Members by Age to Extent to Which Services Were Needed (Copy 1) (Age 32 and below N = 43; Age 33 to 45 N - 84; Age 46 N = 63)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	3.08	Counseling:	
		25	6.60		
1	.45	26	6.21	48	4.07
2	5.25	27	1.80	49	2.03
3	2.95			50	6.11
4	6.55	Orientation:		51	.83
5	2.86			52	2.26
6	2.84	28	3.30	53	.50
7	1.46	29	3.03	54	9.08
8	4.71	30	5.67	55	10.56*
9	3.24	31	2.79	56	4.64
10	2.52	32	3.33	57	3.56
11	.96	33	5.97		
		34	2.42	Placement:	
Admission:		35	2.97		
				58	4.99
12	4.56	Information:		59	2.56
13	3.90			60	5.89
14	2.24	36	4.13	61	.16
15	6.81	37	4.39	62	6.33
16	4.00	38	.53	63	2.97
17	2.21	39	5.56	64	15.19**
18	3.77	40	5.00	65	1.72
19	6.96	41	3.71		
20	6.11	42	5.36	Follow-up:	
21	7.87	43	1.82		
		44	2.68	66	1.86
Personnel Records:		45	1.87	67	3.11
		46	3.94	68	1.19
22	1.46	47	2.68	69	2.79
23	.76				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 56

Chi-Square Values Based on Comparison of Responses of Faculty Members by Sex to Extent to Which Services Were Needed (Copy 1) (Male N = 140; Female N = 50)

Item No.	Chi-Square
Recruitment:	
1	.17
2	7.16*
3	14.51**
4	.35
5	.64
6	.23
7	.17
8	.45
9	.72
10	3.81
11	.75
Admission:	
12	1.20
13	1.95
14	.62
15	1.81
16	4.32
17	4.90
18	4.44
19	2.82
20	.41
21	1.55
Personnel Records:	
22	4.82
23	7.93*
24	9.30**
25	2.33
26	2.23
27	.93
Orientation:	
28	1.98
29	1.62
30	1.57
31	1.01
32	1.51
33	.31
34	1.04
35	2.23
Information:	
36	.15
37	2.57
38	1.00
39	.22
40	.28
41	5.51
42	7.52*
43	8.26*
44	5.42
45	3.37
46	1.47
47	1.87
Counseling:	
48	1.15
49	.65
50	3.49
51	2.23
52	.81
53	1.54
54	3.69
55	2.62
56	2.71
57	3.15
Placement:	
58	.12
59	.79
60	3.54
61	3.77
62	.62
63	2.53
64	2.31
65	2.14
Follow-up:	
66	3.13
67	2.69
68	3.26
69	1.41

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 57

Chi-Square Values Based on Comparison of Responses of Faculty Members by Size of School Enrollment to the Extent to Which Services Were Needed (Copy 1) (School Enrollment 200 or less N = 97; 201 or more N = 93)

Item No.	Chi Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	6.90*	**Counseling:**	
		25	1.89		
1	5.79	26	3.69	48	4.84
2	1.06	27	3.49	49	.70
3	8.08*			50	3.62
4	9.34**	**Orientation:**		51	1.83
5	6.73*			52	2.59
6	1.34	28	.73	53	1.96
7	5.77	29	1.26	54	1.70
8	4.40	30	9.24**	55	2.27
9	5.69	31	1.31	56	4.37
10	7.13*	32	2.69	57	.23
11	.01	33	2.33		
		34	5.97	**Placement:**	
Admission:		35	.55		
				58	9.12*
12	3.28	**Information:**		59	11.48**
13	3.24			60	.46
14	2.63	36	4.79	61	9.12*
15	2.65	37	5.33	62	11.82**
16	.39	38	9.25**	63	14.84**
17	3.40	39	3.75	64	.23
18	6.69*	40	7.42*	65	5.42
19	1.48	41	6.72*		
20	2.16	42	1.57	**Follow-up:**	
21	8.77*	43	3.90		
		44	3.63	66	.19
Personnel Records:		45	3.29	67	1.66
		46	3.52	68	.78
22	.13	47	6.28*	69	3.12
23	3.99				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Both male and female faculty members had the same modal choices for three of the items as follows: response number one, "essential," for items 2, and 24, and response number two, "desirable," for item 23. The differences for these responses were the result of a larger proportion of female faculty members who selected response number one, while more male faculty members selected response numbers two and three. A different modal choice was shown for items 2, 42, and 43. For items 42 and 43, female faculty members selected most frequently response number one, "essential," while male faculty members selected response number two, "desirable." For item 3, male faculty members had as their modal choice response number one, "essential," while female faculty members had as their modal choice response number two, "desirable."

Size of Day School Enrollment (Copy 1)

When the reactions of faculty members, regarding the extent to which the services were needed, were grouped and compared by size of day school enrollment, faculty members' responses differed significantly on 17 items as shown in Table 57. Responses to items 3, 5, 10, 18, 21, 24, 40, 41, 47, 58, 61, 62, and 63 differed significantly at the .05 level, while responses to items 4, 30, 38, and 59 differed significantly at the .01 level.

Faculty members from both small and large schools had as their modal choice response number one, "essential," for items 18, 24, 30, 47, and 58, and response number two, "desirable," for items 10, 21, 38, 40, and 41. The differences were accounted for by the fact that more faculty members from small schools selected response number one, while more faculty members from large schools selected response numbers two and three for items 1, 10, 21, 24, 38, 40, 41, 47, and 58. For items 18 and 30, however, the reverse was true. A different modal choice was shown for items 3, 4, 5, 9, 61, 62, and 63, as faculty members from small schools selected response number one, "essential," and faculty members from large schools selected response number two, "desirable." For most of the items on which faculty members differed significanaly, more faculty members from smaller than larger schools perceived a greater need for the schools to perform these services.

Number of Counselors (Copy 1)

When the reactions of 84 faculty members from schools without a counselor were compared with the reactions of 106 faculty members from schools with a counselor, regarding the extent to which services were needed, faculty members' responses differed significantly on eight items at the .05 level and on one item at the .01 level as shown in Table 58. These items were numbers: 4, 18, 21, 24, 38, 59, 62, and 63.

Table 58

Chi-Square Values Based on Comparison of Responses of Faculty Members by Numbers of Counselors Employed in the School to the Extent to Which Services Were Needed (Copy 1) (Schools Without a Counselor N = 84; With a Counselor N = 106)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	7.90*	**Counseling:**	
		25	2.45		
1	2.36	26	3.04	48	2.85
2	.51	27	1.92	49	.06
3	4.83			50	1.39
4	7.90*	**Orientation:**		51	.26
5	5.40			52	1.23
6	.97	28	1.77	53	2.25
7	5.17	29	1.73	54	.68
8	5.51	30	5.07	55	2.63
9	2.86	31	1.57	56	2.33
10	3.80	32	1.69	57	.69
11	.32	33	.33		
		34	3.61	**Placement:**	
Admission:		35	2.27		
				58	4.68
12	2.96	**Information:**		59	6.83*
13	3.38			60	.02
14	1.93	36	2.99	61	5.68
15	3.93	37	4.88	62	6.55*
16	.18	38	6.60*	63	9.78**
17	2.38	39	1.45	64	.13
18	9.00*	40	4.76	65	3.19
19	2.82	41	3.91		
20	1.61	42	.46	**Follow-up:**	
21	6.72*	43	2.95		
		44	.87	66	.60
Personnel Records:		45	1.16	67	4.05
		46	1.18	68	.07
22	.08	47	2.18	69	2.29
23	4.51				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were two degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Faculty members from schools with and without a counselor selected most frequently response number one, "essential," for items 18, 24, and 63, and response number two, "desirable," for items 21 and 38. With the exception of item 18, the differences were accounted for by the fact that a larger percentage of faculty members from schools without a counselor chose response number one, while more faculty members from schools with a counselor selected responses two, three, four, and five. On items 4, 59, and 62, faculty members from schools without a counselor had as a modal choice response number one, "essential," while faculty members from schools with a counselor had as a modal choice response number two, "desirable." Excluding item 18, more faculty members from schools without than with a counselor perceived a greater need for the schools to perform the items on which they differed significantly.

Certification Level (Copy 1)

When the responses of 115 faculty members with a one year permit, 42 faculty members with a five year permit, and 33 faculty members with a professional certificate were compared, pertaining to the extent to which services were needed, they differed significantly on eight items as shown in Table 59. Responses differed significantly on item number 3 at the .01 level, and on items 21, 42, 43, 44, 50, 52, and 67 at the .05 level.

For items 3, 21, 50, and 67 faculty members with a one year permit, five year permit, and professional certification all selected most frequently response number two, "desirable." The differences for these items were accounted for by the fact that more faculty members with a five year permit and professional certification selected response numbers one and two, while more faculty members with a one year permit selected response numbers three, four, and five. Faculty members with a one and five year permit selected most frequently response number two, "desirable," for items 42 and 43, while faculty members with professional certification selected most frequently response number one, "essential." For items 44 and 52, faculty members with a one year permit and a professional certificate had as their modal choice response number one, "essential," while faculty members with a five year permit had as their modal choice response number two, "desirable."

Teaching Experience (Copy 1)

Table 60 shows that when the reactions of 58 faculty members with one year or less of teaching experience, 44 faculty members with two to three years of teaching experience, and 88 faculty members with four or more years of teaching experience were compared, pertaining to the extent to which services were needed, they differed

Table 59

Chi-Square Values Based on Comparison of Responses of Faculty Members by Certification Level to Extent to Which the Services Were Needed (Copy 1) (One year permit N = 115; Five year permit N = 42; Professional Certificate N = 33)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	8.11	**Counseling**:	
		25	2.55		
1	3.82	26	5.00	48	4.90
2	4.34	27	2.37	49	3.70
3	14.92**			50	12.90*
4	4.13	**Orientation**:		51	11.45*
5	2.35			52	7.30
6	1.69	28	5.10	53	6.64
7	3.23	29	4.54	54	2.33
8	2.38	30	3.99	55	4.09
9	5.05	31	4.34	56	2.72
10	4.51	32	9.38	57	3.26
11	5.11	33	.82		
		34	.73	**Placement**:	
Admission:		35	4.88		
				58	2.58
12	8.06	**Information**:		59	5.34
13	4.28			60	2.37
14	3.66	36	3.85	61	6.16
15	2.11	37	7.20	62	3.74
16	9.26	38	4.55	63	5.64
17	2.06	39	5.13	64	5.00
18	2.21	40	2.30	65	.16
19	1.91	41	3.60		
20	5.64	42	11.72*	**Follow-up**:	
21	9.97*	43	9.92*		
		44	9.69*	66	2.35
Personnel Records:		45	5.78	67	11.97*
		46	2.28	68	5.52
22	2.68	47	2.31	69	2.46
23	4.46				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 60

Chi-Square Values Based on Comparison of Responses of Faculty Members by Teaching Experience to Extent to Which the Services Were Needed (Copy 1) (Teaching experience one year or less N = 58; Two to three years N = 44; Four years or more N = 88)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	3.98	**Counseling**:	
		25	1.22		
1	1.83	26	14.27**	48	1.24
2	5.69	27	3.60	49	.26
3	4.32			50	6.41
4	10.29*	**Orientation**:		51	5.35
5	4.59			52	3.65
6	10.78*	28	6.71	53	2.83
7	6.74	29	.14	54	3.69
8	2.91	30	7.91	55	2.73
9	5.99	31	10.87*	56	1.21
10	9.28	32	1.96	57	4.92
11	6.38	33	8.10		
		34	4.79	**Placement**:	
Admission:		35	3.67		
				58	5.69
12	7.95	**Information**:		59	13.69**
13	3.39			60	2.26
14	.43	36	2.58	61	9.21
15	2.49	37	11.00*	62	4.29
16	3.62	38	4.43	63	5.71
17	3.03	39	8.40	64	9.94*
18	3.67	40	4.12	65	2.98
19	2.83	41	1.62		
20	4.60	42	3.22	**Follow-up**:	
21	6.11	43	3.88		
		44	6.72	66	9.24
Personnel Records:		45	8.82	67	3.87
		46	2.31	68	2.12
22	1.85	47	3.26	69	5.67
23	11.14*				

Note--All items were compared on the basis of categories one, two, and three, the latter being a combination of original categories three, four, and five. There were four degrees of freedom.

*Significant at .05 level.

**Significant at .01 level.

Table 61

Chi-Square Values Based on Comparison of Responses of Faculty Members by Age to Extent to Which Services Were Performed (Copy 2) (Age 32 and below N = 43; Age 33 to 45 N = 84; Age 46 N = 63)

Item No.	Chi-Square
Recruitment:	
1	11.66
2	5.79
3	18.29*
4	7.30
5	6.61
6	6.79
7	4.01
8	11.20
9	13.62
10	6.05
11	6.69
Admission:	
12	8.05
13	6.10
14	3.94
15	4.11
16	3.84
17	11.06
18	7.15
19	8.08
20	19.86*
21	10.25
Personnel Records:	
22	6.57
23	14.27
24	9.08
25	12.06
26	10.28
27	7.97
Orientation:	
28	14.88
29	9.79
30	24.33**
31	11.65
32	7.37
33	8.87
34	2.71
35	8.15
Information:	
36	10.61
37	11.63
38	8.07
39	8.85
40	3.92
41	9.43
42	6.39
43	9.07
44	13.27
45	12.95
46	11.31
47	8.07
Counseling:	
48	13.25
49	9.92
50	8.70
51	7.19
52	7.66
53	5.69
54	10.90
55	5.04
56	7.74
57	3.81
Placement:	
58	12.01
59	9.40
60	15.20
61	7.49
62	6.06
63	4.38
64	16.42*
65	10.59
Follow-up:	
66	4.59
67	3.20
68	4.57
69	1.04

Note--All items were compared on the basis of original categories. There were eight degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

significantly on eight items. Responses differed significantly on item 59 at the .01 level, and on items 4, 6, 23, 31, 37, and 64 at the .05 level.

The same modal choice of response number one, "essential," was shown for item 6 by all faculty members with different levels of teaching experience. Also, for item 23, the same modal choice of response number two, "desirable," was shown by all faculty members. The differences resulted because faculty members with less teaching experience selected more frequently response numbers one and two. For items 4, 31, 37, 59, and 64 faculty members with four or more years of experience selected most frequently response number two, "desirable." For items 4, 31, 37, and 59, faculty members with one year or less of teaching experience selected most frequently response number one, "essential," and for item 64, they selected most frequently response numbers three, four, and five. Faculty members with two to three years of teaching experience selected most frequently response number one, "essential," for items 31 and 59, response number two, "desirable," for items 4 and 37, and response numbers three, four, and five for item 64. For item 26 faculty members with one year or less of teaching experience selected most frequently response number one, "essential," while faculty members with two to three, and four or more years of experience selected most frequently response number two, "desirable."

Age (Copy 2)

Table 61 shows that there were four significant differences in responses when the reactions of faculty members, regarding the extent to which services were performed, were grouped and compared according to the following age categories: 32 or younger, 33 to 45, and 46 or over. Responses differed significantly on item 30 at the .01 level and on items 3, 20, and 64 at the .05 level.

The same modal choice of response number four, "little or no provision," was shown by all age groups for item 20. The differences in the responses were accounted for by the way the remaining choices were distributed. Different modal choices were shown for items 3, 30, and 64. On item 3, faculty members age 46 or over selected most frequently response number two, "good provision," age 33 to 45 selected response number three, "irregular provision," and age 32 or less chose response number five, "uncertain or do not know." For item 30, faculty members age 46 or over selected most frequently response number one, "excellent provision," age 33 to 45 chose response number two, "good provision," and age 32 or younger selected response number four, "little or no provision." For item 64 faculty members age 46 and over and 32 or younger chose most frequently response number five, "uncertain or do not know," while age 33 to 45 selected response number four, "little or no provision."

Table 62

Chi-Square Values Based on Comparison of Responses of Faculty Members by Sex to Extent to Which Services Were Performed (Copy 2) (Male N = 140; Female N = 50)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	.48	Counseling:	
		25	4.13		
1	2.78	26	1.03	48	.42
2	5.29	27	3.60	49	2.67
3	3.44			50	1.30
4	3.84	Orientation:		51	5.12
5	2.54			52	6.68
6	2.36	28	9.71*	53	5.43
7	1.53	29	5.29	54	.75
8	.86	30	2.58	55	1.48
9	1.77	31	10.05*	56	.71
10	1.41	32	3.17	57	3.84
11	4.72	33	3.87		
		34	11.40*	Placement:	
Admission:		35	4.95		
				58	2.65
12	4.39	Information:		59	.67
13	3.87			60	15.38**
14	3.59	36	3.44	61	5.51
15	.86	37	6.05	62	6.21
16	5.79	38	14.26**	63	1.98
17	1.44	39	8.17	64	3.46
18	3.76	40	10.87*	65	.76
19	1.69	41	10.51*		
20	8.84	42	18.40**	Follow-up:	
21	8.54	43	21.12**		
		44	14.99**	66	.80
Personnel Records:		45	18.49**	67	3.38
		46	11.09*	68	3.32
22	6.97	47	14.30**	69	9.05
23	6.71				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

Sex (Copy 2)

When the reactions of 140 male faculty members were compared with the reactions of 50 female faculty members, concerning the extent to which services were performed, they differed significantly on 13 items as presented in Table 62. Responses to items 38, 42, 43, 44, 45, 47, and 60 differed significantly at the .01 level, and responses to items 28, 31, 34, 40, 41, and 46 differed significantly at the .05 level.

Both male and female faculty members had the same modal choice of response number five, "uncertain or do not know," for items 40, 41, 43, and 44, and both selected most frequently response number four, "little or no provision," for item 34. Inspection of the distribution disclosed that the differences in responses for items 34, 40, 41, 43, and 44 were the result of more frequent selection of response numbers one and two by females and more frequent selection of response numbers three, four, and five by males. For eight of the 13 items on which responses differed significantly, different modal choices were shown by male and female faculty members. On items 38, 42, and 60, male faculty members selected most frequently response number four, "little or no provision," while female faculty members selected response number five, "uncertain or do not know." On items 31, 45, 46, and 47, female faculty members had as their modal choice response number one, "excellent provision," while male faculty members had as their modal choice response number four, "little or no provision," for items 45, 46, and 47 and response number two, "good provision," for item 31. On item 28, male faculty members selected most frequently response number one, "excellent provision," while female faculty members selected response number four, "little or no provision."

Size of Day School Enrollment (Copy 2)

Examination of Table 63 discloses that faculty members differed significantly on 62 items when their responses, concerning the extent to which services were performed, were grouped and compared according to day school enrollment of 200 or less and 201 or more. Responses to items 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 25, 26, 27, 28, 29, 30, 36, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69 differed significantly at the .01 level. Responses to items 7, 13, 18, 22, 31, 37, 39, 40, and 47 differed significantly at the .05 level.

A comparison of the responses of faculty members from small schools with faculty members from large schools strongly indicated that student personnel services were performed less systematically in small schools. This is indicated by the fact that both faculty

Table 63

Chi-Square Values Based on Comparison of Responses of Faculty Members by Size of School Enrollment to the Extent to Which Services Were Needed (Copy 2) (School Enrollment 200 or less N = 97; 201 or more N = 93)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	7.19	Counseling:	
		25	100.78**		
1	16.73**	26	62.08**	48	78.15**
2	16.08**	27	21.36**	49	84.14**
3	29.00**			50	84.94**
4	23.57**	Orientation:		51	74.09**
5	33.46**			52	72.59**
6	19.09**	28	21.82**	53	78.14**
7	11.64*	29	17.57**	54	87.41**
8	24.58**	30	37.23**	55	79.86**
9	16.84**	31	10.18*	56	81.37**
10	17.72**	32	4.49	57	100.70**
11	20.06**	33	9.42		
		34	6.47	Placement:	
Admission:		35	4.76		
				58	79.63**
12	17.35**	Information:		59	54.82**
13	12.08*			60	57.63**
14	13.40**	36	21.67**	61	38.46**
15	24.60**	37	12.66*	62	50.56**
16	14.60**	38	4.77	63	74.60**
17	14.67**	39	12.06*	64	50.36**
18	13.11*	40	10.73*	65	55.99**
19	51.53**	41	15.08**		
20	17.05**	42	17.47**	Follow-up:	
21	15.32**	43	17.32**		
		44	21.13**	66	34.39**
Personnel Records:		45	16.58**	67	28.55**
		46	16.80**	68	20.64**
22	11.10*	47	13.23*	69	22.31**
23	8.42				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

members from small and large schools had the same modal choice for only 13 of the 62 items on which they differed significantly. The differences for these items were in the direction denoting that these services were being performed less systematically in small schools. Also, an examination of those items on which different modal choices were shown by faculty members from large and small schools revealed this same pattern.

The same modal choices were shown by faculty members from both large and small schools as follows: response number one, "excellent provision," for items 13, 16, and 17; response number two, "good provision," for items 1, 2, 7, and 27; response number four, "little or no provision," for item 36; and response number five, "uncertain or do not know," for items 3, 10, 40, 68, and 69. A different modal choice was shown for the remaining 48 items on which faculty members differed significantly. For items 19, 20, 21, 25, 26, 29, 30, 31, 37, 39, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, and 67, faculty members from small schools selected most frequently response number four, "little or no provision." However, faculty members from large schools selected most frequently response number one, "excellent provision," for items 19, 25, 26, 29, 30, 48, 49, 50, 51, 52, and 58; response number two, "good provision," for items 21, 31, 54, 55, 56, 57, and 63; and response number five, "uncertain or do not know," for items 20, 37, 39, 41, 42, 43, 44, 45, 47, 53, 59, 60, 61, 62, 64, 65, and 67. Faculty members from small schools selected most frequently response number two, "good provision," for items 6, 8, 9, 11, 12, 14, 15, 22, 28, and 46 as compared to faculty members from large schools who selected response number one, "excellent provision," for all the items except item 46 on which they selected response number five, "uncertain or do not know." For items 4, 5, 18, and 66, faculty members from small schools had as their modal choice response number three, "irregular provision," while faculty members from large schools had response number one, "excellent provision," for items 5 and 18; response number two, "good provision," for item 4; and response number five, "uncertain or do not know," for item 66.

Number of Counselors (Copy 2)

When the reactions of 84 faculty members from schools without a counselor were compared with the reactions of 106 faculty members from schools with a counselor, regarding the extent to which services were performed, faculty members differed significantly on 61 items. Table 64 shows that faculty members differed significantly on 51 items at the .01 level and 10 items at the .05 level. These items were numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 34, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,

Table 64

Chi-Square Values Based on Comparison of Responses of Faculty Members by Number of Counselors Employed in the School to the Extent to Which Services Were Performed (Copy 2) (Schools Without a Counselor N = 84; With a Counselor N = 106)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	9.12	Counseling:	
		25	100.66**		
1	15.40**	26	58.46**	48	88.46**
2	17.64**	27	23.09**	49	95.92**
3	23.91**			50	94.24**
4	18.23**	Orientation:		51	87.31**
5	25.84**			52	75.66**
6	16.23**	28	20.03**	53	74.57**
7	14.04**	29	14.59**	54	79.64**
8	21.61**	30	21.45**	55	75.57**
9	14.51**	31	8.36	56	80.53**
10	16.18**	32	1.78	57	88.37**
11	17.82**	33	9.65*		
		34	12.71*	Placement:	
Admission:		35	4.74		
				58	73.88**
12	16.18**	Information:		59	48.18**
13	10.67*			60	58.28**
14	9.13	36	17.54**	61	40.42**
15	20.51**	37	14.96**	62	44.25**
16	8.84	38	4.86	63	60.89**
17	17.51**	39	11.07*	64	53.37**
18	5.14	40	12.07*	65	56.93**
19	44.58**	41	12.92*		
20	12.62*	42	21.12**	Follow-up:	
21	12.25*	43	17.87**		
		44	17.77**	66	34.61**
Personnel Records:		45	18.06**	67	29.13**
		46	16.71**	68	24.68**
22	10.46*	47	15.24**	69	21.11**
23	11.92*				

Note--All items were compared on the basis of original categories. There were four degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69.

The same modal choices were shown by both faculty members from schools with and without a counselor for 11 of the 61 items on which they differed significantly as follows: response number one, "excellent provision," for items 13 and 17; response number two, "good provision," for items 1, 2, 7, 9, and 11; response number four, "little or no provision," for item 33; and response number five, "uncertain or do not know," for items 3, 10, and 40. The differences in these distributions were in the direction denoting that these services were being performed less systematically in schools without a counselor. Faculty members from schools without a counselor had as their modal choices response number four, "little or no provision," for items 19, 20, 21, 25, 26, 29, 34, 36, 37, 39, 41, 42, 43, 44, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68, and 69. However, faculty members from schools with a counselor selected most frequently response number five, "uncertain or do not know," for items 20, 21, 34, 36, 37, 39, 41, 42, 43, 44, 47, 52, 53, 58, 59, 60, 61, 62, 64, 65, 67, 68, and 69; response number one, "excellent provision," for items 19, 25, 26, 29, 48, 49, 50, and 51; and response number two, "good provision," for items 54, 55, 56, 57, and 63. For items 4, 5, 45, and 66, faculty members from schools without a counselor selected most frequently response number three, "irregular provision." For item 5 faculty members from schools with a counselor selected most frequently response number one, "excellent provision," and for items 4, 45, and 46 faculty members most frequently selected response number five, "uncertain or do not know." Faculty members from schools without a counselor selected most frequently response number two, "good provision," for items 6, 8, 12, 15, 22, 23, 27, 28, and 30 as compared to faculty members from schools with a counselor who selected most frequently response number one, "excellent provision," for items 6, 8, 12, 15, 22, 28, and 30, and response number five, "uncertain or do not know," for items 23 and 27.

Certification Level (Copy 2)

When the responses of 115 faculty members with a one year permit, 42 faculty members with a five year permit, and 33 faculty members with a professional certificate were compared, pertaining to the extent to which service were performed, they differed significantly on 42 items as shown in Table 65. Responses to 30 items differed significantly at the .01 level, and responses to 12 items differed significantly at the .05 level. These items were: 1, 2, 3, 5, 8, 9, 15, 16, 19, 21, 25, 26, 28, 29, 30, 31, 36, 42, 43, 44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69.

Table 65

Chi-Square Values Based on Comparison of Responses of Faculty Members by Certification Level to Extent to Which Services Were Performed (Copy 2) (One year permit N = 115; Five year permit N = 42; Professional Certificate N = 33)

Item No.	Chi-Square	Item No.	Chi-Square	Item No.	Chi-Square
Recruitment:		24	7.80	Counseling:	
		25	25.96**		
1	20.05*	26	20.56**	48	22.54**
2	16.18*	27	7.24	49	30.02**
3	21.45**			50	38.43**
4	10.25	Orientation:		51	25.43**
5	23.86**			52	24.61**
6	12.04	28	32.71**	53	18.95*
7	3.02	29	34.43**	54	31.38**
8	21.31**	30	21.30**	55	28.65**
9	17.84*	31	18.70*	56	22.63**
10	13.99	32	7.74	57	24.76**
11	12.52	33	12.96		
		34	11.59	Placement:	
Admission:		35	12.92		
				58	23.26**
12	7.69	Information:		59	16.47*
13	5.81			60	27.55**
14	13.99	36	21.26**	61	29.28**
15	16.89*	37	5.75	62	32.68**
16	23.23**	38	14.02	63	28.26**
17	12.53	39	10.60	64	27.28**
18	14.44	40	4.60	65	27.37**
19	18.59*	41	7.47		
20	12.44	42	28.98**	Follow-up:	
21	21.99**	43	27.95**		
		44	19.23*	66	21.05**
Personnel Records:		45	8.22	67	17.98*
		46	7.39	68	17.36*
22	14.34	47	12.39	69	16.30*
23	11.41				

Note--All items were compared on the basis of original categories. There were eight degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

The same modal choice was shown for three of the 42 items on which faculty members differed significantly. For item 36 faculty members with a one year permit, five year permit, and professional certification all selected most frequently response number four, "little or no provision." For items 68 and 69 all respondent groups had as their modal choice response number five, "uncertain or do not know." The differences for these items were accounted for by faculty members with a five year permit who more often selected response numbers one and two, while faculty members with a one year permit and a professional certificate more often selected response numbers three, four, and five.

Faculty members with a five year permit selected most frequently response number two, for items 3, 19, 21, 31, 48, 49, 50, 51, 52, 53, 54, 55, 57, 58, 60, 61, 62, 63, 65, 66, and 67. Both faculty members with a one year permit and a professional certificate selected most frequently response number four for items 31, 48, 49, 50, 51, 52, 53, 54, 55, 57, 58, 60, 61, 62, and 63. Faculty members with a one year permit selected most frequently response number two for item 19; and response number five for items 3, 21, 65, 66, and 67. Faculty members with a professional certificate had as a modal choice response number three for item 66; response number four for items 3, 21, 65, and 67; and response number five for item 19.

Faculty members with a five year permit selected most frequently response number one for items 5, 8, 9, 15, 16, 25, 26, 28, 29, 30, and 56. Faculty members with a one year permit selected most frequently response number one for items 9, 15, 16, 28, and 30; response number two for items 5 and 8; and response number four for items 25, 26, 29, and 56. Faculty members with a professional certificate selected most frequently response number one for item 8; response number two for items 9 and 15; response number three for item 5; response number four for items 25, 26, 28, 29, 30, and 56; and response number five for item 16.

Faculty members with a one year permit selected most frequently response number five for items 42, 43, and 44, while faculty members with a professional certificate selected response number two. However, faculty members with a five year permit had as a modal choice response number four for item 42; and response number five for items 43 and 44. For items 59 and 64 faculty members with a one year permit and a professional certificate had as a modal choice response number four, while faculty members with a five-year permit had number five. Faculty members with a one year permit and a professional certificate selected most frequently response number two for items 1 and 2, while faculty members with a five-year permit had a bimodal choice of response numbers one and two.

Further examination of faculty members' modal choices for the 42 items on which they differed significantly when grouped by certification level reveals that faculty members with a five-year permit had as their modal choice response numbers one and two for 34 of the 42 items; faculty members with a one year permit selected most frequently response numbers one and two for only 10 of the 42 items; and faculty members with a professional certificate selected as their modal choice response numbers one and two for only 8 of the 42 items. In summary, faculty members with a five-year permit more often perceived services performed at a higher level than did faculty members with a one year permit and a professional certificate.

Teaching Experience (Copy 2)

Table 66 shows that when the reactions of 58 faculty members with one year or less of teaching experience, 44 faculty members with two to three years of teaching experience, and 88 faculty members with four years or more of teaching experience were compared, pertaining to level that services were performed, faculty members differed significantly on three items at the .01 level and on seven items at the .05 level. These items were numbers: 5, 25, 36, and 37, 39, 41, 54, 55, 67, and 68, respectively.

The same modal choice of response number four, "little or no provision," was shown by faculty members with different levels of experience for items 36 and 55. The differences were accounted for by the fact that a larger proportion of faculty members with one year or less of experience selected response number five; whereas faculty members with two to three years' and four or more years' experience selected more often respone numbers one, two, and three.

Different modal choices were shown for eight of the ten items on which faculty members differed significantly. On items 25, 39, 41, 54, and 67 faculty members with two to three years of teaching experience selected most frequently response number four. Faculty members with one year or less of teaching experience selected most frequently response number four for items 25, 39, and 54; response number five for item 67; and response numbers four and five for 41. However, faculty members with four or more years of experience selected most frequently response number one for item 25; response number two for item 54; response number three for item 39; response number four for item 67; and response number five for item 41.

Faculty members with two to three years of experience selected most frequently response number three for items 37 and 68. However, faculty members with one year or less and four or more years of experience selected response number five for item 68. For item 37 faculty members with one year or less of experience selected most frequently response number four, while faculty members with four or more years of experience selected response number two. For item 5 faculty members with one year or less of teaching experience had a bimodal choice of responses numbers two and three;

Table 66

Chi-Square Values Based on Comparison of Responses of Faculty Members by Teaching Experience to Extent to Which Services Were Performed (Copy 2) (Teaching experience one year or less N = 58; Two to three years N = 44; Four years or more N = 88)

Item No.	Chi-Square
Recruitment:	
1	12.98
2	13.35
3	6.99
4	11.81
5	24.83**
6	6.79
7	6.21
8	9.32
9	7.89
10	15.21
11	14.46
Admission:	
12	2.83
13	11.77
14	2.10
15	5.44
16	14.12
17	10.81
18	8.54
19	15.25
20	10.89
21	9.17
Personnel Records:	
22	8.06
23	9.74
24	8.16
25	17.69*
26	11.50
Orientation:	
27	7.87
28	13.98
29	11.75
30	10.32
31	8.53
32	5.50
33	10.23
34	12.27
35	11.38
Information:	
36	20.15**
37	16.04
38	9.81
39	17.63*
40	12.29
41	15.59*
42	11.00
43	12.52
44	14.46
45	8.43
46	8.83
47	10.98
Counseling:	
48	10.15
49	12.81
50	14.29
51	10.36
52	12.11
53	9.71
54	16.91*
55	17.73*
56	11.47
57	12.44
Placement:	
58	8.55
59	13.14
60	12.41
61	9.75
62	14.19
63	9.62
64	13.92
65	7.18
Follow-up:	
66	14.69
67	22.86**
68	18.30*
69	10.15

Note--All items were compared on the basis of original categories. There were eight degrees of freedom.
*Significant at .05 level.
**Significant at .01 level.

faculty members with two to three years of teaching experience had a bimodal choice of response numbers one and three; and faculty members with four years of teaching experience or more selected most frequently response number one.

Summary

When the responses of faculty members, concerning the extent to which services were needed, were grouped by:

1. Age, faculty members' responses differed significantly on two items, with a higher proportion of older than younger faculty members perceiving a greater need for the area schools to counsel with students who are having attendance problems and to assist students withdrawing from school to obtain employment.

2. Sex, faculty members' responses differed significantly on six items, with a higher proportion of female than male facutly members perceiving a greater need for the area school: to inform surrounding high schools about the admission requirements, entrance tests, tuition, and expenses; to maintain a permanent personnel folder on each student; to provide students with information on writing letters of application and completing job application forms. A higher proportion of male than female faculty members perceived a greater need for the area schools to inform surrounding high schools about the job placement program provided students.

3. Size of day school enrollment, faculty members' responses differed significantly on 18 items, with a higher proportion of faculty members from smaller than larger schools perceiving a greater need for the area schools: to develop organized visits for groups to tour the area vocational-technical school such as parents of high school students; to provide a student temporary admission to a course when the student fails to meet part of the admission requirements; to maintain a permanent record folder on each student; to provide students with information on apprenticeship and union requirements, on military service obligations, on seeking employment, and on self-improvement; and to provide an organized job placement program for students. A higher proportion of faculty members from larger than smaller schools perceived a greater need for the area schools to require each person entering the schools to meet specific requirements for each course; and to orient new students to the area school program by means of a handbook or mimeographed copies of rules, policies, and regulations.

4. Number of counselors employed in the school, faculty members' responses differed significantly on eight items, with a higher proportion of faculty members from schools without than with a counselor perceiving a greater need for the area schools: to conduct organized visits for groups to tour the area schools such as parents of high school students; to provide a student temporary admission to a course where the student fails to meet part of the admission requirements; to maintain a permanent record folder on each student; to provide students with information on apprenticeship and union requirements; to provide an organized job placement program under a professional counselor who surveys local employers in determining job openings; to assist students in preparing for job interviews; and to assist students in finding employment after completing a course. A higher proportion of faculty members from schools with than without a counselor perceived a greater need for the area school to require each person entering the area school to meet specific admission requirements for each course such as aptitude tests scores, etc.

5. Certification level of faculty members, faculty members' responses differed significantly on eight items with a higher proportion of faculty members with a professional certificate than with a one and five year permit perceiving a greater need for the area schools: to inform students in surrounding high schools about the job placement program provided students; to provide a student temporary admission to a course where the student fails to meet part of the admission requirements; to provide students with information on writing letters of application, on completing job application forms, and on preparing for a job interview; to provide counseling service for assisting students who have personal problems and need to gain a greater understanding of themselves, their abilities, interests, motivations, and limitations; and to conduct regular and periodic follow-up studies of all school dropouts to determine their progress and adjustment on the job.

6. Years of teaching experience in a vocational school, faculty members' responses differed significantly on seven items, with a higher proportion of faculty members with one year, and two to three years than with four or more years of teaching experience perceiving a greater need for the area schools: to organize visits for groups to tour the area schools including parents of high school students and school officials; to obtain information about students after they enter the school through such means as teacher ratings, follow-up studies, etc.; to use personnel records to assist students in planning their next step after graduation; to familiarize students with the world

of work through a unit taught by each instructor; to provide students with information on employment conditions on local, state, and national level; and to survey local employers to determine job openings.

When the responses of faculty members, concerning the extent to which services were performed, were grouped by:

1. Age, faculty members' responses differed significantly on four items, with a higher proportion of younger than older instructors perceiving the area schools doing less: to inform students in surrounding high schools about the job placement program provided students; to orient new students during the first week by means of a handbook or mimeographed copies of rules, policies, and regulations. A higher proportion of younger and older than middle age instructors were uncertain or did not know the extent to which the area schools were assisting students withdrawing from school to obtain employment, screening students who need remedial work in reading or math, and scheduling classes as they are needed.

2. Sex, faculty members' responses differed significantly on 13 items, with a higher proportion of males than females perceiving the area schools as doing less: to familiarize students with the world of work through a unit taught by each instructor or through a unit on "How to Find Employment;" to provide students with publications on various types of information; and to arrange for employers to visit the school to interview students. A higher proportion of females than males perceived the area schools as doing less to orient new students to the school during the first week by means of a conducted tour.

3. Size of day school enrollment, faculty members differed significantly on 62 items, with a higher proportion of faculty members from smaller than larger schools perceiving the area schools as doing less: to inform prospective students and the general public about the area school; to conduct an organized admission procedure for assisting each student in a course most realistic for him; to develop, maintain, and use personnel records; to orient new students to the area school program, and to the world of work; to provide students with publications on various types of information; to provide students with counseling service; to provide an organized and systematic job placement program for students; and to conduct an organized follow-up program.

4. Number of counselors employed in the school, faculty members' responses differed significantly on 61 items, with a higher proportion of faculty members from schools without than with a counselor perceiving the area schools as doing less:

to conduct an organized recruitment program for informing prospective students and the general public about the area school; to conduct an organized admission procedure for assisting each student in selecting a course most realistic for him; to orient new students to the area school program and to the world of work; to provide students with publications on various types of information; to provide students with counseling service; to provide an organized and systematic job placement program for students; to conduct an organized follow-up program; to maintain and use personnel records for assisting students in selecting a course of study and planning their next step after graduation. A higher proportion of faculty members from schools with than without a counselor perceived area schools as doing less: to develop procedures for collecting for personnel records information about students after they enter the school; and to use records for sending appropriate information about students to employers.

5. Teaching experience, faculty members differed significantly on 10 items, with a higher proportion of instructors with one year and two to three years of experience perceiving the area schools as doing less: to organize visits for groups to tour the area schools such as students in surrounding high schools; to use personnel records in assisting prospective students in selecting a course of study; to provide students with information on results of studies of local employment conditions and on the improvement of reading and study skills; to provide counseling for all students who are failing and/or having learning difficulties. A higher proportion of faculty members with one year or less than with more experience were uncertain or did not know the extent to which the area schools were: making available to students information on written reports of follow-up studies of former students and on seeking employment; counseling with students who have irregular attendance; conducting follow-up studies on all school dropouts and graduates to determine their adjustment and progress on the job.

6. Certification level, faculty members' responses differed significantly on 42 items, with a higher proportion of instructors with a one year permit and professional certificate than instructors with a five year permit perceiving the area schools as doing less: to inform prospective students about the area school program and job placement program provided students; to conduct tours for groups of students in the surrounding high schools to visit the area school; to conduct planned visits to surrounding high schools to talk with groups of students and with individual students; to provide a student temporary admission to a course where the student fails to meet part

of the admission requirements; to use personnel records in assisting students in selecting a course and planning their next step after graduation from area school; to orient new students to the area school through a planned tour of the school and a handbook of information; to provide students with counseling service; to provide an organized job placement program for students; to provide a regular and periodic follow-up study of all graduates and dropouts. A higher proportion of instructors with one and five year permits than with professional certificates perceived the area schools as doing less to provide students with information on follow-up studies of former students, on writing letters of application, on completing job application forms, and on preparing for a job interview. A higher proportion of instructors with a professional certificate than with a one year and five year permit perceived the area schools as doing less: to require each person applying for admission to take an entrance examination; to present a statement from his physician concerning the condition of his health; and to meet with the area school counselor for the purpose of selecting a course that appears to be realistic for the applicant.

Chapter V

SUMMARIES , CONCLUSIONS, AND RECOMMENDATIONS

His final chapter summarizes the statistical data and discusses the major findings of the study. It contains a discussion of conclusions and implications of the study.

Statistical Summary of the Data

Criterion Checksheet

The data obtained from the use of the Criterion Checksheet of Student Personnel Services were compiled and tabulated. This section is a summary of the findings obtained from statistical treatment of the data.

One of the objectives of the study was to survey the student personnel services needed in area vocational-technical schools as perceived by administrative personnel.

When administrative personnel completed Copy 1 of the Criterion Checksheet, response number one, "essential," was selected most frequently. This response was selected for 118 items as follows: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, 28, 30, 31, 32, 33, 34, 36, 37, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 58, 59, 60, , 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 74, 79, 80, 82, 83, 87, 92, 93, 94, 96, 97, 99, 100, 101, 102, 103, 104, 106, 107, 112, 117, 118, 125, 126, 127, 128, 129. 130, 132, 133, 134, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 152, 153, 154, 155, 159, 161, 162, 163, 164, 165, 166, and 167.

For 44 of the items on Copy 1 of the Criterion Checksheet, the administrative personnel selected most frequently response number two, "desirable." These items were: 11, 24, 25, 26, 35, 39, 53, 56, 57, 68, 73, 75, 76, 78, 81, 84 , 86, 88, 89, 90, 91, 95, 105, 108, 109 110, 111, 113, 114, 115, 116, 119, 120, 121, 122, 123, 124, 131, 139, 140, 156, 157, 158, and 160.

Administrative personnel selected response number four, "undesirable," for item 77.

Administrative personnel had response number one, "essential," and response two, "desirable," as a bimodal choice for three items. These were: 29, 85, 151.

A second objective was to determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by administrative personnel.

The responses to Copy 2 of the Checksheet by administrative personnel as a group in each school were expressed in terms of four levels of modal choices and several bimodal and trimodal choices. For 61 items, response number one, "excellent provision," was shown as a modal choice. The following items were in this group: 6, 7, 8, 9, 12, 28, 30, 31, 32, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 53, 54, 55, 62, 63, 64, 65, 69, 70, 71, 72, 73, 74, 75, 79, 80, 82, 83, 84, 87, 88, 89, 90, 91, 92, 94, 95, 96, 102, 103, 104, 105, 106, 108, 109, 117, 122, 155, and 157.

Response number two, "good provision," was selected by administrative personnel most frequently for only 14 of the 167 items. These items were: 4, 5, 21, 22, 23, 27, 34, 35, 36, 68, 97, 112, 129, and 158.

For 12 of the items, response number three, "irregular provision," was selected most frequently. These items were: 26, 67, 110, 114, 115, 125, 126, 127, 128, 149, 152, and 161.

Administrative personnel selected most frequently response number four, "little or no provision," for 65 items. These items were: 1, 2, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 37, 48, 52, 56, 57, 66, 76, 77, 78, 85, 86, 93, 99, 100, 101, 111, 116, 118, 119, 120, 121, 123, 124, 131, 132, 133, 134, 135, 136, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 151, 154, 156, 160, 162, 163, 164, 165, 166, and 167.

Administrative personnel showed a bimodal choice of:

(1) Response numbers two and four for items 3 and 130.

(2) Response numbers one and two for items 29, 60, 61, 107, and 153.

(3) Response numbers one and four for items 58 and 81.

(4) Response numbers three and four for item 113.

(5) Response numbers one and three for items 150 and 159.

Administrative personnel showed a trimodal choice of:

(1) Response numbers one, two, and three for item 33.

(2) Response numbers two, three, and four for item 59.

Schedule

The data obtained from use of the Schedule of Student Personnel Services for area vocational-technical schools were compiled, tabulated, and statistically tested. This section is a summary of the significant findings of the statistical treatment of the data.

One of the objectives of the study was to survey the student personnel services needed in area vocational-technical schools as perceived by day students, night students, and faculty members.

Day students' responses.—When day students completed Copy 1 of the Schedule pertaining to the extent to which the services were needed, three levels of modal choices were shown. Response number one, "essential," was selected by day students most frequently for 16 items as follows: 1, 2, 12, 13, 14, 15, 17, 18, 19, 22, 27, 30, 47, 54, 55, and 63.

Day students had response number two, "desirable," as a modal choice more frequently than all other response numbers combined. Response number two was selected most frequently for the following 52 items: 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 20, 21, 23, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 56, 57, 58, 59, 60, 61, 62, 65, 67, 68, and 69.

When completing Copy 1, day students had response number four, "undesirable," as a modal choice for item number 64.

Night students' responses.—When reacting to the extent to which student personnel services were needed, night students had four levels of modal choices and two bimodal choices. Night students had respons number one, "essential," as a modal choice for these 22 items: 1, 2, 3, 12, 13, 14, 15, 17, 18, 19, 20, 22, 24, 26, 27, 34, 47, 54, 58, 59, 61, and 63.

Night students perceived most of the items on Copy 1 of the Schedule as desirable. This was reflected in their selection of response number two, "desirable," most frequently for these 42 items: 4, 5, 6, 7, 8, 9, 10, 11, 21, 23, 25, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 55, 56, 57, 62, 65, 66, 68, and 69.

Response number three, "little value," was shown as a modal choice for item numbers 16 and 67.

Response number four, "undesirable," was shown as a modal choice for item 64.

Night students showed a bimodal choice of:

(1) Response numbers two and four for item 40; and

(2) Response numbers one and two for item 60.

Faculty responses.—Faculty members had two levels of modal choices and had one bimodal choice concerning the extent that services were needed. Faculty members selected response number one, "essential," most frequently for 34 of the 69 items. These 34 items were: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 24, 25, 27, 30, 44, 46, 47, 54, 55, 56, 57, 58, 60, 63, and 69.

Faculty members selected response number two, "desirable," most frequently for 33 items as follows: 4, 10, 21, 23, 26, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 48, 49, 50, 52, 53, 61, 62, 64, 65, 66, 67, and 68.

Faculty members showed a bimodal choice of response numbers one and two for items 51 and 59.

A second objective was to determine the extent to which student personnel services were being performed in the area vocational-technical schools as perceived by day students, night students, and faculty members.

Day students' responses.—In responding to Copy 2 of the Schedule, regarding the extent that services were performed, day students had three levels of modal choices and one bimodal choice. Day students selected response number one "excellent provision," most frequently for only seven items: 12, 13, 14, 15, 16, 17, and 30.

Day students selected most frequently response number two, "good provision," for 26 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 18, 19, 22, 23, 24, 27, 28, 29, 31, 32, 41, 46, 47, 49, 50, and 57.

For the majority of the items on the Schedule, day students were uncertain or did not know the extent that services were performed as indicated by their selection of response number five, "uncertain or do not know," most frequently for 35 items: 10, 20, 21, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69.

Day students showed a bimodal choice of response numbers two and five for item 48.

Night students' responses.—When responding in terms of the extent to which services were being performed, night students had four different modal choices and had one bimodal choice. Response number one, "excellent provision," was selected by night students most frequently for only eight items. These items were: 1, 12, 13, 14, 15, 17, 19, and 22.

Seldom was response number two, "good provision," shown as a modal choice by night students. Response number two was selected most frequently for five items: 2, 11, 18, 28, and 31.

Response number four, "little or no provision," was shown as a modal choice by night students for two items: 16 and 30.

For most of the items on the Schedule night students were unaware of the extent that they were performed by the school as indicated by their selection of response number five, "uncertain or do not most frequently for 53 items: 3, 4, 5, 6, 7, 8, 9, 10, 20, 21, 23, 24, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69.

Night students had a bimodal choice of responses numbers four and five for item 29.

Faculty's responses.—When faculty members completed Copy 2 of the Schedule, four modal choices and one bimodal choice were evident. Faculty members reaely selected most frequently response number one,"excellent provision." This response was shown as a modal choice for only 10 items: 8, 12, 13, 14, 15, 16, 17, 18, 28, and 30.

Faculty members selected most frequently response number two, "good provision," for 15 items: 1, 2, 5, 6, 7, 9, 11, 19, 22, 23, 24, 27, 31, 32, and 46.

For 26 of the items on the Schedule, faculty members selected most frequently response number four, "little or no provision," as follows: 4, 20, 25, 26, 29, 33, 34, 35, 36, 39, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, and 63.

Response number five, "uncertain or do not know," was selected most frequently by faculty members for only 16 items. These items were: 3, 10, 21, 37, 38, 40, 41, 42, 43, 44, 45, 64, 66, 67, 68, and 69.

Faculty members had a bimodal choice of responses number four and five for items 47 and 65.

A third objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by faculty members, day students, and night students in area vocational-technical schools. This objective was statistically tested and analyzed by use of two null hypotheses.

Hypothesis One (Copy 1).—Faculty members, day students, and night students do not differ significantly in their perceptions of student personnel services needed in area vocational-technical schools. The null hypothesis was rejected for 49 of the 69 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 20, 22, 23, 24, 25, 30, 32, 33, 34, 36, 37, 39, 40, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 62, 64, 66, 67, 68, and 69. The null hypothesis was accepted for all other itmes.

Hypothesis Two (Copy 2).—Faculty members, day students, and night students do not differ significantly in their perceptions of the extent to which student personnel services are being performed in area vocational-technical schools. The null hypothesis was rejected for 60 of the 69 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. The null hypothesis was accepted for the other nine items.

A fourth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by full-time day preparatory students and part-time night preparatory students in area vocational-technical schools. This objective was statistically tested and analyzed by use of two null hypotheses.

Hypothesis One (Copy 1).—Day and night preparatory students do not differ significantly in their perceptions of student personnel services needed in area vocational-technical schools. The null hypothesis was rejected for 29 of the 69 items: 3, 7, 9, 12, 16, 17, 18, 20, 22, 23, 24, 29, 30, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 57, 58, 59, 62, and 67. The null hypothesis was accepted for all other items.

Hypothesis Two (Copy 2).—Day and night preparatory students do not differ significantly in their perceptions of the extent to which student personnel services are being performed in area vocational-technical schools. The null hypothesis was rejected for 44 of the 69 items: 1, 3, 4, 5, 6, 8, 9, 14, 16, 17, 21, 22, 26, 27, 28, 29, 30, 33, 34, 36, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 57, 62, 63, 64, 65, 66, 68, and 69. The null hypothesis was accepted for all other items.

A fifth objective was to determine if there were significant differences in the perceptions of the student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by full-time day preparatory students when grouped on the following variables: age, sex, size of day school enrollment, and number of counselors. This objective was statistically tested and analyzed by use of two null hypotheses.

Hypothesis One (Copy 1).—Day preparatory students do not differ significantly in their preceptions of the student personnel services needed in area schools when grouped by: (a) age, (b) sex, (c) size of day school enrollment, and (d) number of counselors employed in the school.

(a) *Age*.—The response of day students were grouped and tested according to the age categories of 16 to 19, 20 to 24, and

25 or over; and the null hypothesis was rejected for eight of the 69 items: 4, 7, 8, 16, 20, 30, 31, and 38. The null hypothesis was accepted for all other items.

(b) Sex.—The responses of day students were grouped and tested by sex, and the null hypothesis was rejected for 18 of the 69 items: 17, 22, 24, 25, 29, 30, 31, 36, 40, 42, 44, 47, 49, 51, 54, 55, 58, and 60. The null hypothesis was accepted for all other items.

(c) Size of day school enrollment.—The reactions of day students were grouped and tested according to the size of day school enrollment, and the null hypothesis was rejected for 11 of the 69 items: 7, 11, 14, 18, 27, 30, 34, 42, 58, 59, and 61. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When the reactions of day students were grouped and tested according to the number of counselors in the area schools, the null hypothesis was rejected for 12 of the 69 items: 7, 11, 18, 27, 30, 34, 41, 42, 44, 58, 59, and 69. The null hypothesis was accepted for all other items.

Hypothesis Two (Copy 2).—Day preparatory students do not differ significantly in their perceptions concerning the extent that student personnel services are being performed in area schools when grouped by: (a) age, (b) sex, (c) size of day school enrollment, and (d) number of counselors employed in the school.

(a) Age.—When the responses of day students were grouped and tested according to the age categories of 16 to 19, 20 to 24, and 25 or over, the null hypothesis was rejected for 17 of the 69 items: 1, 2, 3, 5, 8, 9, 10, 16, 25, 28, 33, 42, 48, 50, 61, 63, and 68. The null hypothesis was accepted for all other items.

(b) Sex.—When the reactions of day students were grouped and tested by sex, the null hypothesis was rejected for 14 of the 69 items: 5, 8, 11, 15, 21, 22, 31, 33, 38, 40, 42, 44, 47, and 52. The null hypothesis was accepted for all other items.

(c) Size of day school enrollment.—When the responses of day students were grouped and tested according to the size of day school enrollment, the null hypothesis was rejected for 40 of the 69 items: 3, 5, 6, 7, 8, 9, 10, 14, 15, 17, 19, 25, 26, 28, 29, 30, 37, 38, 39, 40, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 65, 67, 68, and 69. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When day students' reactions were grouped and tested according to the number of counselors in the school, the null hypothesis was rejected for 41 of the 69 items: 2, 5, 8, 9, 11, 14, 15, 16, 17, 19, 20, 22, 25, 26, 28, 29, 30, 36, 37, 39, 40, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, and 68. The null hypothesis was accepted for all other items.

A sixth objective was to determine if there were significant differences in perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by part-time night preparatory students when grouped on the following variables: (a) age, (b) sex, (c) size of night school enrollment, and (d) number of counselors. This objective was statistically tested and analyzed by use of two null hypotheses.

Hypothesis One (Copy 1).—Night preparatory students do not differ significantly in their perceptions of student personnel services needed in area vocational-techncial schools when grouped by (a) age, (b) sex, (c) size of night school enrollment, and (d) number of counselors employed in the school.

(a) Age.—When the responses of night students were grouped and tested according to the age categories of 16 to 19, 20 to 24, and 25 or over, the null hypothesis was rejected for nine of the 69 items: 7, 11, 29, 36, 39, 49, 52, 59, and 67. The null hypothesis was accepted for all other items.

(b) Sex.—When the responses of night students were grouped and tested according to sex, the null hypothesis was rejected for six of the 69 items: 2, 4, 8, 28, 58, and 63. The null hypothesis was accepted for all other items.

(c) Size of night school enrollment.—When the reactions of night students were grouped and tested according to the size of night school enrollment, the null hypothesis was rejected for five of the 69 items: 16, 20, 26, 59, and [illegible]. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When the reactions of night students were grouped and tested according to the number of counselors in the area schools, the null hypothesis was rejected for four of the 69 items: 24, 50, 52, and 64. The null hypothesis was accepted for all other items.

Hypothesis Two (Copy 2).—Night students do not differ significantly in their perceptions concerning the extent that student personnel services are being performed in area vocational-technical schools when grouped by (a) age, (b) sex, (c) size of night school enrollment, and (d) number of counselors employed in the school.

(a) Age.—When the responses of night students were grouped and tested according to age, the null hypothesis was rejected for 15 of the 69 items: 3, 5, 8, 20, 25, 27, 35, 36, 39, 48, 49, 52, 64, 65, and 66. The null hypothesis was accepted for all other items.

(b) Sex.—When the responses of night students were grouped and tested according to sex, the null hypothesis was rejected for two of the 69 items: 25 and 34. The null hypothesis was accepted for all other items.

(c) Size of night school enrollment.—When the reactions of 51 night students from area schools with an enrollment of 175 or less were compared and tested with the reactions of 86 night students from area schools with an enrollment of 176 or more, the null hypothesis was rejected for 27 of the 69 items: 1, 2, 8, 9, 10, 11, 12, 13, 16, 19, 21, 25, 28, 29, 30, 31, 32, 33, 35, 38, 41, 42, 46, 47, 57, 58, and 67. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When the reactions of night students from area schools without a counselor were compared and tested with the reactions of night students from area schools with a counselor, the null hypothesis was rejected for 11 of the 69 items: 4, 5, 7, 13, 19, 25, 26, 28, 29, 37, and 44. The null hypothesis was accepted for all other items.

A seventh objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by faculty members when grouped on the variables of: (a) age, (b) sex, (c) size of day school enrollment, (d) number of counselors, (e) years of teaching experience in area vocational-technical schools, and (f) certification level. This objective was statistically tested and analyzed by use of two null hypotheses.

Hypothesis One (Copy 1).—Faculty members do not differ significantly in their perceptions of student personnel services needed in area vocational-technical schools when grouped by: (a) age, (b) sex, (c) size of day school enrollment, (d) number of counselors, (e) certification level, and (f) years of teaching experience in a vocational school.

(a) Age.—When the reactions of faculty members were grouped and tested by age, the null hypothesis was rejected for two of the 69 items: 55 and 69. The null hypothesis was accepted for all other items.

(b) Sex.—When the reactions of faculty members were grouped and tested by sex, the null hypothesis was rejected for six of the 69 items: 2, 3, 23, 24, 42, and 43. The null hypothesis was accepted for all other items.

(c) Size of day school enrollment.—When the reactions of 97 faculty members from area schools with 200 or fewer day students enrolled were compared and tested with the reactions of 93 faculty members from area schools with 201 or more day students enrolled, the null hypothesis was rejected for 17 of the 69 items: 3, 4, 5, 10, 18, 21, 24, 30, 38, 40, 41, 47, 58, 59, 61, 62, and 63. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When the reactions of 84 faculty members from area schools without a counselor were compared and tested with 106 faculty members from schools with a counselor, the null hypothesis was rejected for eight of the 69 items: 4, 18, 21, 24, 38, 59, 62, and 63. The null hypothesis was accepted for all other items.

(e) Years of teaching experience in a vocational-technical school. When the reactions of faculty members were grouped and tested according to teaching experience, the null hypothesis was rejected for seven of the 69 items: 4, 6, 23, 26, 31, 37, 59, and 64. The null hypothesis was accepted for all other items.

(f) Certification level.—When the reactions of faculty members were grouped and tested according to certification level, the null hypothesis was rejected for eight of the 69 items: 3, 21, 42, 43, 44, 50, 52, and 67. The null hypothesis was accepted for all other items.

Hypothesis Two (Copy 2).—Faculty members do not differ significantly in their perceptions concerning the extent that student personnel services are being performed in area vocational-technical schools when grouped by: (a) age, (b) sex, (c) size of day school enrollment, (d) number of counselors, (e) certification level, and (f) years of teaching experience in a vocational-technical school.

(a) Age.—When the reactions of faculty members were grouped and tested according to age, the null hypothesis was rejected for four of the 69 items: 3, 20, 30, and 64. The null hypothesis was accepted for all other items.

(b) Sex.—When the reactions of faculty members were grouped and compared by sex, the null hypothesis was rejected for 13 of the 69 items: 28, 31, 34, 38, 40, 41, 42, 43, 44, 45, 46, 47, and 60. The null hypothesis was accepted for all other items.

(c) Size of day school enrollment.—When the responses of faculty members were grouped and tested according to day school enrollment of 200 or less, and 201 or more, the null hypothesis was rejected for 62 of the 69 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. The null hypothesis was accepted for all other items.

(d) Number of counselors.—When the reactions of 84 faculty members from area schools without a counselor were compared and tested with the responses of 106 faculty members from area schools with a counselor, the null hypothesis was rejected for 61 of the 69 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 34, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. The null hypothesis was accepted for all other items.

(e) Certification level.—When the responses of 115 faculty members with a one-year permit, 42 faculty members with a five-year permit, and 33 faculty members with a professional certificate were compared and tested, the null hypothesis was rejected for 42 of the 69 items: 1, 2, 3, 5, 8, 9, 15, 16, 19, 21, 25, 26, 28, 29, 30, 31, 36, 42, 43, 44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. The null hypothesis was accepted for all other items.

(f) Years of teaching experience in a vocational-technical school. When the reactions of 58 faculty members with one year or less of teaching experience, 44 faculty members with two to three years of teaching experience, and 88 faculty members with four years or more of teaching experience were compared and tested, the null hypothesis was rejected for ten of the 69 items: 5, 25, 36, 37, 41, 54, 55, 67, and 68. The null hypothesis was accepted for all other items.

Summary and Discussion of Major Findings

The summary of the findings of this study is organized into five areas: (a) a description of student personnel services needed, as perceived by day students, night students, and faculty members; (b) a desicription of student personnel services performed as perceived by day students, night students, and faculty members; (c) a description of the disagreement among day students, night students, and faculty members pertaining to the extent to which student personnel services were needed and were performed; (d) a description of the disagreement between day students and night students pertaining to the extent to which services were needed and were performed; and (e) a description of the disagreement among each of the respondent groups, when grouped by selected variables, regarding the extent to which services were needed and were performed.

Description of Student Personnel Services Needed

For all respondent groups the concept of what was needed seemed to be very well defined as indicated by the fact that either essential or desirable was shown as the modal choice by: (1) day students for 68 of the 69 items: (2) night students for 67 of the 69 items: and (3) faculty members for 68 of the 69 items. This section describes the level of need for each item by student personnel service areas according to the percentage of day students, night students, and faculty members who selected response numbers one and two, "essential" and "desirable."

1. Over 90 per cent of two of the three respondent groups and at least 80 per cent of the third group indicated that if the area schools are to fulfill their objectives of assisting students in developing those skills and attitudes needed to meet the demands of today's working world, it is either essential or desirable for the area schools to perform the following services:

Recruitment Service

Item 1: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the area vocational-technical school program, course offerings, facilities, and equipment."

Item 2: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the admission requirements, entrance tests, tuition, and expenses."

Item 3: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the job placement program provided students."

Item 5: "Organized visits are developed for groups to tour the area vocational-technical school, including students in surrounding high schools."

Item 9: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to surrounding high schools to talk with groups of students and with individual students."

Admission Service

Item 12: "Each person applying for admission to the area vocational-technical school is required to have an interview with the person in charge of admissions."

Item 13: "Each person applying for admission to the area vocational-technical school is required to complete an application form."

Item 14: "Each person applying for admission to the area vocational-technical school is required to take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc."

Item 19: "Each person applying for admission to the area vocational-technical school is required to meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations."

Personnel Records Service

Item 25: "Personnel records on students are used by a professional counselor to assist prospective students in selecting a course of study."

Item 26: "Personnel records on students are used by a professional counselor to assist students in planning their next step after graduation from vocational-technical school."

Item 27: "Personnel records on students are used by the school to send appropriate information about students to employers."

Orientation Service

Item 32: "Procedures have been developed for familiarzing students with the world of work through one or more planned field trips to industries where students can observe work situations."

Information Service

Item 41: "Adequate quantities (at least five) of publications are provided for students' use on seeking employment."

Item 42: "Adequate quantities (at least five) of publications are provided for students' use on writing letters of application."

Item 44: "Adequate quantities (at least five) of publications are provided for students' use on preparing for a job interview."

Item 46: "Adequate quantities (at least five) of publications are provided for students' use on good work habits and good employer-employee relations."

Counseling Service

Item 54: "Personal conferences with a professiona counselor are scheduled for all students who are failing and/or having learning difficulites."

Item 57: "Personal conferences with a professional counselor are scheduled for all students who desire to transfer from one course to another."

Placement Service

Item 58: "A job placement service is coordinated through one office under the supervision of a professional counselor who maintains files, records, and organized arrangements of job requests received from employers."

Item 59: "A job placement service is coordinated through one office under the supervision of a professional counselor who surveys local employers in determing job openings."

Item 60: "A job placement service is coordinated through one office under the supervision of a professional counselor who arranges for employers to visit the school to interview students."

Item 61: "A job placement service is coordinated through one office under the supervision of a professional counselor who makes a list of students seeking employment and their preference as to location three months prior to their graduation."

Item 62: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists students in finding employment after completing a course of study."

Item 63: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists students in preparing for job interviews."

Preference should be given to the above 25 services in developing a program of student personnel services in the area schools. Over 90 per cent of all three respondent groups indicated that it was either essential or desirable for the area schools to perform the following items: 1, 2, 5, 13, 19, 27, 44, 54, 57, 59, 61, and 62.

2. Over 80 per cent of two of the three respondent groups and at least 69 per cent of the third group, with the exception of item 16, indicated that if the area schools are to fulfill their objectives of assisting students in developing those skills and attitudes needed to meet the demands of today's working world, it is either essential or desirable for the area schools to perform the following services:

Recruitment Services

Item 4: "Organized visits are developed for groups to tour the area vocational-technical school, including parents of high school students."

Item 6: "Organized visits are developed for groups to tour the area vocational-technical school, including school officials, counselors, teachers, visiting teachers, principals, and curriculum directors."

Item 7: "Organized visits are developed for groups to tour the area vocational-technical school, including other interested groups in the community (representatives from industry and civic groups)."

Item 8: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to surrounding high schools on college and career days."

Item 11: "Procedures are developed for releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station."

Admission Service

Item 15: "Each person applying for admission to the area vocational-technical school is required to appear at the school on a scheduled date prior to enrollment to take the entrance examination."

Item 16: "Each person applying for admission to the area vocational-technical school is required to present a statement concerning the condition of his health from a physician of his own choosing."

Item 17: "Each person applying for admission to the area vocational-technical school is required to provide the school with a copy of his high school record."

Item 20: "Procedures are developed for screening those students who need remedial work in reading or math, and scheduling classes as they are needed."

Personnel Records Service

Item 22: "Procedures are developed for obtaining information about students before they enter school through such means as questionnaire, interviews, tests, high school transcript, health records, etc."

Item 24: "Procedures are developed for maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans."

Orientation Service

Item 28: "Information about the school program is provided for new students during the first week by means of a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school."

Item 30: "Information about the school program is provided for new students during the first week by means of a handbook or mimeographed copies of rules, policies, and regulations."

Item 35: "Procedures have been developed for providing a special unit in the improvement of study habits that is to be available to all students whose school achievement and general aptitude is low."

Information Service

Item 37: "Provisions are made for making the following types of information available for students' use such as results of studies of local employment conditions and job opportunities available on local, state, and national level."

Item 43: "Adequate quantities (at least five) of publications are provided for completing job application forms."

Item 45: "Adequate quantities (at least five) of publications are provided for students' use on good work habits and good employer-employee relations."

Item 47: "Adequate quantities (at least five) of publications are provided for student's use on self-improvement such as dress, manners, health habits, and the value of desirable personality traits."

Counseling Service

Item 48: "A professional counselor is available for assisting students who have financial problems related to educational and occupational planning."

Item 49: "A professional counselor is available for assisting students who have difficulties in their relationship with students and staff members."

Item 51: "A professional counselor is available for assisting students who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations."

Item 53: "A professional counselor is available for assisting students in developing and carrying out post-school plans."

Item 55: "Personal conferences with a professional counselor are secheduled for all students who have irregular attendance."

Placement Service

Item 65: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists former students in finding employment."

Follow-up Service

Item 69: "Information obtained from follow-up studies in a summarized by a member of the school staff or by a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students."

All respondent groups expressed a high level of need for the above 25 services, thus indicating that immediate steps should be taken to develop these services in the area schools. At least 80 per cent of all three respondent groups selected items 6, 7, 8, 15, 20, 35, 37, 43, 47, 51, and 69 as either essential or desirable.

3. Over 70 percent of two of the three respondent groups and at least 63 per cent of the third group, with the exception of item 50, indicated that if the area schools are to fulfill their objectives of assisting students in developing those skills and attitudes needed to meet the demands of today's working world, it is either essential or desirable for the area schools to perform the following services:

Recruitment Service

Item 10: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to PTA's and other civic organizations."

Admission Service

Item 18: "Each person applying for admission to the area vocational-technical school is required to meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal schooling before he is accepted into the course."

Item 21: "Procedures are developed for providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course."

Orientation Service

Item 29: "Information about the school program is provided for new students during the first week by means of group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school."

Item 31: "Procedures have been developed for familiarizing students with the world of work through a unit taught by each instructor."

Item 33: "Procedures have been developed for familiarizing students with the world of work through group discussions with former students, employees, and employers."

Item 34: "Procedures have been developed for familiarizing students with the world of work through a unit of "How to Find Employment.'"

Information Service

Item 38: "Provisions are made for making the following types of information available for students' use such as reports of apprenticeship and union requirements."

Item 39: "Provisions are made for making the following types of information available for students' use such as materials on the improvement of reading and study skills such as pamphlets and study guides."

Counseling Service

Item 50: "A professional counselor is available for assisting students who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations."

Item 52: "A professional counselor is available for assisting students who need information regarding military service and other special problems related to educational-vocational planning."

Item 56: "Personal conferences with a professional counselor are scheduled for all students who withdraw from school."

Follow-up Service

Item 66: "Regular and periodic follow-up studies are conducted of all graduates to determine their progress and adjustment on the job."

Item 68: "Regular and periodic follow-up studies are conducted of all graduates and dropouts to determine reactions toward the training they received and possible changes that they feel should be made in the training program."

These data suggest that there is a strong need for implementing the above 14 services as soon as feasible. At least 70 per cent of all three respondent groups selected items 21, 29, 31, 34, 38, 39, and 68 as either essential or desirable, and for the remaining items the third respondent group was usually within five to ten per cent of 70 per cent.

4. Over 50 per cent of two of the three respondent groups and at least 39 per cent of the third group indicated that if the area schools are to fulfill their objectives of assisting students in developing those skills and attitudes needed to meet the demands of today's working world, it is either essential or desirable for the area schools to perform the following services:

Personnel Record Service

Item 23: "Procedures are developed for obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc."

Information Service

Item 36: "Provisions are made for making the following types of information available for students' use such as written reports of follow-up studies of former students and their success."

Item 40: "Provisions are made for making the following types of information available for students' use such as a file on military service obligations and opportunities."

Follow-up Service

Item 67: "Regular and periodic follow-up studies are conducted of all school dropouts to determine their progress and adjustment on the job."

Item 64 was the only item which at least half of two of the three respondent groups failed to select as needed. A re-examination of item 64 discloses that the item was written in such a way as to be misleading.

In summary, when at least two of the three respondent groups had the same modal choice for an item on Copy 1 of the Schedule, 30 per cent of the items were perceived as essential, while 69 per cent of the items were perceived as desirable.

Further, when at least two of the three respondent groups had the same modal choice for an item, the proportion of items under each student personnel service area perceived as essential were as follows: admission service, 80 per cent; personnel records service, 50 per cent;

recruitment service, 27 per cent; placement service, 25 per cent; counseling service, 20 per cent; orientation service, 13 per cent; and information service, 8 per cent.

Furthermore, when at least two of the three respondent groups selected the same modal choice for an item, the proportion of items perceived as desirable under each student personnel service area were as follows: follow-up service, 100 per cent; information service, 92 per cent; orientation service, 87 per cent; counseling service, 80 per cent; recruitment service, 73 per cent; placement service, 67 per cent; personnel record service, 50 per cent; and admissions service, 10 per cent.

Description of Student Personnel Services Performed

The data indicated that the current performance of student personnel services in area schools was inadequate and was not meeting the needs of students. For example, a comparison of the modal choices selected by each respondent group for Copy 1 with those of Copy 2 disclosed that day students perceived 42 items as being preformed below the level needed, night students perceived 58 items as being performed below the level needed, and faculty members perceived 55 items as being performed below the level needed. This section describes the level at which each item was performed by student personnel service areas according to the proportion of day students, night students, and faculty members who selected response numbers one, "excellent provision," and two, "good provision," or response numbers three, four, and five, "irregular provision," "little or no provision," and "uncertain or do not know."

1. Over 50 per cent of two of the three respondent groups and at least 38 per cent of the third group indicated that the area schools were providing either excellent or good provision for performing the following services:

Recruitment Service

Item 1: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the area vocational-technical school program, course offerings, facilities, and equipment."

Item 2: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the admission requirements, entrance tests, tuition, and expenses."

Item 5: "Organized visits are developed for groups to tour the area vocational-technical school, including students in surrounding high schools."

Item 6: "Organized visits are developed for groups to tour the area vocational-technical school, including school officials, counselors, teachers, visiting teachers, principals, and curriculum directors."

Item 8: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to surrounding high schools on college and career days."

Item 11: "Procedures are developed for releasing information about entrance data, program of study, and performance of former students to local newspaper and radio station."

Admissions Service

Item 12: "Each person applying for admission to the area vocational-technical school is required to have an interview with the person in charge of admissions."

Item 13: "Each person applying for admission to the area vocational-technical school is required to complete an application form."

Item 14: "Each person applying for admission to the area vocational-technical school is required to take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc."

Item 15: "Each person applying for admission to the area vocational-technical school is required to appear at the school on a scheduled date prior to enrollment to take the entrance examination."

Item 16: "Each person applying for admission to the area vocational-technical school is required to present a statement concerning the condition of his health from a physician of his own choosing."

Item 17: "Each person applying for admission to the area vocational-technical school is required to provide the school with a copy of his high school record."

Item 18: "Each person applying for admission to the area vocational-technical school is required to meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required numbers of years of formal education before he is accepted into the course."

Item 19: "Each person applying for admission to the area vocational-technical school is required to meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations."

Personnel Record Service

Item 22: "Procedures are developed for obtaining information about students before they enter school through such means as questionnaire, interviews, tests, high school transcript, health records, etc."

Item 23: "Procedures are developed for obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc."

Item 24: "Procedures are developed for maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans."

Orientation Service

Item 28: "Information about the school program is provided for new students during the first week by means of a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school."

Item 30: "Information about the school program is provided for new students during the first week by means of a handbook or mimeographed copies of rules, policies, and regulations."

Item 31: "Procedures have been developed for familiarizing students with the world of work through a unit taught by each instructor."

For the above items it should be noted the proportion of respondents who selected either excellent or good provision regarding the extent to which services were performed, were well below the proportion of respondents who selected either essential or desirable when asked the extent to which services were needed. These differences between level of expressed need and performance imply that the above services must be upgraded in the area school.

2. With the exception of items 27, 32, and 37, at least 50 per cent of all three respondent groups indicated irregular provision, little or no provision, and uncertain or did not know regarding the performance of the following services:

Recruitment Service

Item 3: "Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about the job placement program provided students."

Item 4: "Organized visits are developed for groups to tour the area vocational-technical school, including parents of high school students."

Item 7: "Organized visits are developed for groups to tour the area vocational-technical school, including other interested groups in community (representatives from industry and civic groups)."

Item 9: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to surrounding high schools to talk with groups of students and with individual students."

Item 10: "Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to PTA's and other civic organizations."

Admission Service

Item 20: "Procedures are developed for screening those students who need remedial work in reading or math, and scheduling classes as they are needed."

Item 21: "Procedures are developed for providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course."

Personnel Records Service

Item 25: "Personnel records on students are used by a professional cousnelor to assist students in selecting a course of study."

Item 26: "Personnel records on students are used by a professional counselor to assist students in planning their next step after graduation from vocational-technical school."

Item 27: "Personnel records on students are used by the school to send appropriate information about students to employers."

Orientation Service

Item 29: "Information about the school program is provided for new students during the first week by means of group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school."

Item 32: "Procedures have been developed for familiarizing students with the world of work through one or more planned field trips to industries where students can observe work situations."

Item 33: "Procedures have been developed for familiarizing students with the world of work through group discussions with former students, employees, and employers."

Item 34: "Procedures have been developed for familiarizing students with the world of work through a unit taught on 'How to Find Employment.'"

Information Service

Item 35: "Procedures have been developed for providing a special unit in the improvement of study habits that is to be available to all students whose school acheivement and general aptitude is low."

Item 36: "Provisions are made for making the following types of information available for students' use such as written reports of follow-up studies of former students and their success."

Item 37: "Provisions are made for making the following types of information available for students' use such as results of studies of local employment conditions and job opportunities available on local, state, and national level."

Item 38: "Provisions are made for making the following types of information available for students' use such as reports of apprenticeship and union requirements."

Item 39: "Provisions are made for making the following types of information available for students' use such as materials on the improvement of reading and study skills such as pamphlets and study guides."

Item 40: "Provisions are made for making the following types of information available for students' use such as a file on military service obligations and opportunities."

Item 41: "Adequate quantities (at least five) of publications are provided for students' use on seeking employment."

Item 42: "Adequate quantities (at least five) of publications are provided for students' use on writing letters of applications."

Item 43: "Adequate quantities (at least five) of publications are provided for students' use on completing job application forms."

Item 44: "Adequate quantities (at least five) of publications are provided for students' use on problems encountered in the job situation."

Item 45: "Adequate quantities (at least five) of publications are provided for students' use in preparing for a job interview."

Item 46: "Adequate quantities (at least five) of publications are provided for students' use on good work habits and good employer-employee relations."

Item 47: "Adequate quantities (at least five) of publications are provided for students' use on self-imporvement such as dress, manners, health habits, and the value of desirable personality traits."

Counseling Service

Item 48: "A professional counselor is available for assisting students who have financial problems related to educational and occupational planning."

Item 49: "A professional counselor is available for assisting students who have difficulties in their relationship with students and staff members."

Item 50: "A professional counselor is available for assisting students who have personal problems."

Item 51: "A professional counselor is available for assisting students who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations."

Item 52: "A professional counselor is available for assisting students who need information regarding military service and other special problems related to educational-vocational planning."

Item 53: "A professional counselor is available for assisting students in developing and carrying out post-school plans."

Item 54: "Personal conferences with a professional counselor are scheduled for all students who are failing and/or having learning difficulties."

Item 55: "Personal conferences with a professional counselor are scheduled for all students who have irregular attendance.

Item 56: "Personal conferences with a professional counselor are scheduled for all students who withdraw from school."

Item 57: "Personal conferences with a professional counselor are secheduled for all students who desire to transfer from one course to another."

Placement Service

Item 58: "A job placement service is coordinated through one office under the supervision of a professional counselor who maintains files, records, and organized arrangements of job requests received from employers."

Item 59: "A job placement service is coordinated through one office under the supervision of a professional counselor who surveys local employers in determining job openings."

Item 60: "A job placement service is coordinated through one office under the supervision of a professional counselor who arranges for employers to visit the school to interview students."

Item 61: "A job placement service is coordinated through one office under the supervision of a professional counselor who makes a list of students seeking employment and their preference as to location three months prior to their graduation."

Item 62: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists students in preparing for job interviews."

Item 63: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists students in finding employment after completing a course of study."

Item 64: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists students in withdrawing from school to obtain employment."

Item 65: "A job placement service is coordinated through one office under the supervision of a professional counselor who assists former students in finding employement."

Follow-up Service

Item 66: "Regular and periodic follow-up studies are conducted of all graduates to determine their progress and adjustment on the job."

Item 67: "Regular and periodie follow-up studies are conducted on all school dropouts to determine their progress and adjustment on the job."

Item 68: "Regular and periodic follow-up studies are conducted of all graduates and dropouts to determine reactions toward the training they received and possible changes that they feel should be made in the training program."

Item 69: "Information obtained from follow-up studies is summarized by a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students."

The large number of students who selected response number five, "Uncertain or do not know," on the above 49 items suggests that if these services were being performed in the area schools, many students were unaware of their existence. Through a well planned orientation program for students, media could be developed for familiarizing students with the services available to them in the area school. Also the large number of faculty members who selected response number five, "uncertain or do not know," implies that if these services were being performed in the area schools, faculty members were unaware of their existence. If adequate communication and understanding are to be developed between the faculty and the area school counselors, the faculty must be included in the planning, organizing, and evaluating of student personnel services in area schools. Through the development of an active student personnel services committee, faculty members can be included in the implementation of a student personnel service program. The program developed by this committee can then be submitted to the total staff for recommendation and approval. As this committee meets with the area school counselor in continuous activity to examine and evaluate the program of student personnel services, such procedures should insure the flexibility needed to change services to meet the needs of students.

In summary, when at least two of the three respondent groups selected the same modal choice for an item on Copy 2 of the Schedule, the proportion of items being performed by the area schools at each response level was as follows: (a) 10 per cent, excellent provision: (b) 25 per cent, good provision; (c) 53 per cent, uncertain or do not know; and (d) 12 per cent, disagreement among all three respondent groups on their selection of modal choices.

Disagreement Among Day Students, Night Students, and Faculty Members

When the reactions of day students, night students, and faculty members were compared, regarding the extent to which services were needed, they differed significantly on 49 of the 69 items. This disagreement was in the direction of faculty members perceiving a greater need for the area schools to perform these items than did students. Also, day students perceived a greater need for the 49 items than did night students. The only exceptions were on items 16, 42, 44, and 58. For items 16, 42, and 58 day students perceived a greater need for these items than did faculty members, and for item 44 both day and night students perceived a greater need for this item than did faculty members.

The proportion of items under each student personnel service area on which day students, night students, and faculty members disagreed significantly were as follows: recruitment and follow-up service, 100 per cent; counseling service, 90 per cent; information service, 75 per cent; personnel record service, 67 per cent; admission service, 60 per cent; orientation service, 59 per cent; and job placement service, 38 per cent. Several factors may have contributed to a higher proportion of faculty members than students perceiving a greater need for certain services. Since most of the area schools are constantly struggling to keep a sufficient enrollment of students, it seems only logical that more faculty members than students would see a greater need for an effective recruitment program. Instructors' greater concern for the schools to conduct follow-up studies could most likely be attributed to their desire to find out how well their former students have succeeded. Since area school instructors have not developed competencies for dealing with specific learning difficulties this may explain their concern with the need for additional specialized professional staff.

There was less disagreement among faculty members, day students, and night students on other student personnel services. Faculty members indicated a greater need for an organized admission program than students. It should be noted that more day students than faculty members indicated a greater need for the area schools: to require each person applying for admission to present a statement concerning the condition of his health; to provide students with information on writing letters of application, and on preparing for a job interview; to maintain files, records, and organized arrangements of job requests received from employers. Three of the four items that more students than faculty members were concerned with the school performing clustered around getting a job. This evidence suggests that students are concerned with getting a job; therefore, the area schools should focus on activities that would assist students in acquiring greater skill and confidence in this area.

When the reactions of day students, night students, and faculty members were compared, concerning the extent to which services were performed, 60 of the 69 items differed significantly, thus demonstrating among the three respondent groups a difference in understanding of personnel services performed. This disagreement may be partially attributed to the fact that more night than day students and faculty members were uncertain or unaware of the extent to which the services were performed for 58 of the 60 items on which they differed significantly. Also, part of the disagreement may be attributed to the fact that more day students than faculty members were uncertain or unaware of the extent to which services were performed for 50 of the 60 items on which they differed significantly. These facts suggest that if student personnel services are in fact being performed by the area schools, effective communication channels have not been developed to inform day and night students about the availability of these services. As the area schools continue to develop and upgrade the quality of their student personnel services, this study suggests that attention should be given to the communication of this information to students and faculty members.

With the exception of item 11, day students, night students, and faculty members disagreed significantly on all items regarding the extent to which recruitment services were performed. These differences were attributed to more night students being uncertain or unaware of the extent to which the area schools were conducting an organized recruitment program.

Day students, night students, and faculty members disagreed on the extent to which the area schools were performing six of the items under admission service. Over 50 per cent of the reactions of all respondent groups indicated that the area schools were providing either excellent or good provision for requiring each person applying for admission: to take a battery of aptitude tests for guidance purposes; to provide the school with a high school transcript; and to meet specific admission standards for a course before being accepted into the course. The disagreements on these items appeared to be the result of more night students' being unaware or uncertain of these requirements as part of the admission procedure. More day students and faculty members than night students indicated that the area schools were requiring each person to present a statement concerning the condition of his health; more day and night students than faculty members were uncertain or unaware of the extent to which the area schools were screening students who needed remedial work, and providing a student temporary admission to a course when the student failed to meet the admission requirements.

There was evidence that area schools were attempting to provide an organized and systematic admission program, but at this point they have not been successful. For example, there was an indication that some students were entering area schools without being processed through the admission procedure. Furthermore, the data suggest that a greater effort is being made by the schools to provide this service for day students than for night students.

More day students and faculty members than night students perceived that either excellent or good provisions were being provided by the area schools for developing, maintaining, and using personnel records.

With the exception of items 37 and 38 under information service, day students, night students, and faculty members differed significantly in their perceptions regarding the extent to which all the items under orientation, information, counseling, placement, and follow-up services were being performed. Yet, it should be noted that over 50 per cent of the reactions of all respondents to the items under these services were under response numbers 3, 4, and 5, "irregular provision," "little or no provision," and "uncertain or do not know," respectively. Consequently, all respondent groups perceived the area schools as doing little to perform these services. This disagreement in their reactions may be attributed to the fact that a higher proportion of day and night students were uncertain or unaware of the extent to which services were performed, while faculty members perceived the area schools as making irregular or little or no provision for performing orientation, information, counseling, placement, and follow-up services. This difference in the perception of faculty members and students indicated that more faculty members than students were aware of the specific services provided by the schools. Through a well-planned orientation program students could become familiar with the student personnel services provided by the area schools.

Disagreement Between Day and Night Students

When the reactions of day and night students were compared, concerning services needed, they disagreed significantly on 29 items. With the exception of items 3, 7, 20, 24, 58, and 59, the differences were in the direction of a higher proportion of day than night students indicating a greater need for the services.

More night than day students perceived a greater need for the area schools: to inform prospective students about the job placement program provided students; to conduct organized tours for groups to visit the area schools; to develop procedures for screening and scheduling classes for students who need remedial work in reading or math; to maintain a permanent personnel folder on each student; to maintain files, records, and organized arrangements of job requests received from employers; and to survey local employers in determining job openings. More day than night students indicated a greater need for the area schools: to conduct an organized admission procedure; to provide students with information directly related to attitudes and concepts need in getting and holding a job; and to provide counseling service for students.

The disagreement between day and night students regarding services needed seemed to fall into two categories. First, day students indicated a greater need for the area schools to provide them with a broader range of experiences dealing with the world of work, while night students were mainly interested in the school's providing them with information regarding available jobs. The fact that night students were already employed may explain the reason why they were not as much concerned as were day students with experiences that would assist them in understanding the world of work. Second, more night than day students indicated that the area school should have a flexible admission service, while day students desired a more rigid and systematic system. Night students probably felt that a rigid admission system would be too much trouble for them to complete in getting admitted to the school.

A comparison of day students' reactions with night students' reactions, pertaining to a knowledge of the extent to which services were performed by area schools, disclosed 44 items on which these students differed significantly. A study of the direction of the disagreement revealed that more day than night students perceived their schools as doing more to perform the services. The proportion of items under each service considered as being performed less for night students are presented in rank order as follows: admission service, 40 per cent; personnel record and placement service, 50 per cent; orientation service, 63 per cent; recruitment service, 64 per cent; information and follow-up service, 75 per cent; and counseling service, 90 per cent. The evidence of services performed as presented in this study suggests that despite the relatively low level at which each service was being performed for day students, even less was being provided for night students.

Disagreements Among Responses of Day Students Pertaining to Services Needed, When Grouped by Selected Variables

When the reactions of day students were grouped by selected variables, students disagreed significantly on 48 items concerning the extent to which services were needed. Day students differed significantly on more items when grouped by sex than when grouped by age, number of counselors, or size of day school enrollment.

1. Personal Variables.—When grouped by age, day students disagreed significantly on seven items regarding the extent to which services were needed. The small number of items suggests that age of students makes little difference it terms of services needed. More younger than older students perceived a greater need for the area schools: to visit

high schools on college and career days; to require each student applying for admission to present a statement concerning the condition of his health from a physician of his own choosing; to provide new students with a handbook or mimeographed copies of rules, policies, and regulations; and to familiarize students with the world of work through a unit taught by each instructor. However, more older than younger students perceived a greater need for the area school: to develop procedures for groups to tour the area schools such as parents and industrial groups; to screen those students who need remedial work in reading and math for special courses in these areas; to provide information on apprenticeship and union requirements.

Older students with their broader range of experiences would be more aware of the behavior expected of them at the area school and in the world of work, and would not see as great a need as would younger students for the school to orient them to the school and to the world of work. Since older students have been out of high school longer than younger students, it seems only logical that they would be more concerned with the area school's developing media for informing older individuals about the area schools, while younger students were more concerned with the area school's developing media for informing high school students about the school program.

When grouped by sex, day students disagreed significantly on more items regarding the extent to which services were needed than when grouped on other variables. In a comparison of day students by sex, the most significant findings were that more female than male day students perceived a greater need for the area schools: to require each student applying for admission to furnish the school with a copy of his high school transcript; to develop and maintain a personnel folder on each student and to use such records in assisting students in selecting a course of study; to orient new students about the school by means of a handbook; to familiarize students with the world of work through a unit taught by each instructor; to provide students with information on preparing for a job interview and self-improvement; to counsel with students who have learning difficulties, attend school irregularly, and have problems of interpersonal relationships; to maintain an organized arrangement of job requests received from employers. However, more male than female students perceived a greater need for the schools to provide students with information on follow-up studies of former students' success, military service obligations, and opportunities; and to arrange for employers to visit the school to interview students.

For 51 of the 69 items both male and female students agreed on the level of need, but for 15 items female students perceived a greater need while for three items male students perceived a greater need. In general, female students seemed to be more alert to a broader range of experiences and information needed to prepare themselves for future roles, while male students seemed to seek only information related directly to their next step--that of a job or military service.

2. School Variables.—When grouped by size of day school enrollment, day students disagreed significanlty on 11 items regarding the extent to which services were needed. When day students were grouped by number of counselors employed in the school, they differed significantly on 12 items. A comparison of items on which day students disagreed when grouped by size of school with items on which they disagreed when grouped by number of counselors in the school disclosed identical patterns of disagreement. This similarity in disagreement patterns is probably attributable to the fact that only one of the smaller schools had a counselor; thus when day students were grouped by size of school or by number of counselors in the school, similar frequencies were found.

   More day students in smaller schools without a counselor than students in larger schools with a counselor perceived a greater need for the area schools: to organize visits for different groups to tour the school and release information about the school program; to use personnel records for the purpose of sending appropriate information about students to employers; to familiarize students with the world of work through a unit on "How to Find Employment;" to provide students with information on writing letters of application; to survey local employers in determing job openings and maintaining an organized arrangement of job requests received from employers. Since the small schools without a counselor had no one responsible for performing the above services, students in these schools tended to be more aware of their needs. However, more day students from larger schools with a counselor than those in smaller schools without a counselor perceived a greater need for the area schools to require each person to meet specific admission standards and to provide new students with information about the school by means of a handbook.

Disagreements Among Responses of Day Students, Pertaining to Services Performed, When Grouped by Selected Variables

When the reactions of day students were grouped by selected variables, students disagreed significantly on many items concerning the extent to which services were performed. Day students differed significantly on more items when grouped by school variables of number of counselors employed in the school and size of day school enrollment than when grouped by personal variables of age and sex. The evidence that school variables contributed to disagreement regarding the extent to which day students perceived services performed points out the varying level to which services were performed in different types of schools.

1. Personal Variables.—When grouped by age, day students disagreed significantly on 17 itmes, concerning the extent to which services were performed. It should be noted that seven of these 17 items were under recruitment service and that, in general, more older than younger day students were uncertain of the extent to which these services were performed. These seven items all pertained to activities conducted by the area schools with surrounding high schools. Since older day students had been out of high school longer, it seems only logical that they were unaware of the recruitment activities performed by the area schools.

   Also, more older than younger students were uncertain or unaware of the extent to which their area schools were: requiring each person applying for admission to present a statement concerning the condition of his health; using personnel records to assist students in selecting a course; familiarizing new students with the school program through a conducted tour, and with the world of work through group discussions with former students, employers, and employees; providing students with publications pertaining to writing letters of application; providing counseling service for students with financial and personal problems; coordinating a job placement program through one office; and conducting regular and periodic follow-up studies of all graduates and dropouts to determine their reactions toward training that they received at the area school.

   In a comparison of male with female day students, the most significant finding was that more male than female day students perceived the area schools as doing less: to familiarize students with the world of work through a unit taught by each instructor, and through group discussions with former students, employers, and employees; to make available for the students' use such information as apprenticeship and union requirements, military service obligations and opportunities, writing letters of application, preparing for a job interview, and self-improvement (dress, manners, health habits, and the value of desirable personality traits); and to provide counseling for students who need information regarding military service and other special problems related to educational-vocational planning.

   Male students, in general, saw the area schools as failing to help them obtain information about the development of of proper attitudes and confidences needed in dealing with future decisions. Vocational educators should recognize that the teaching of a mechanical skill alone is not enough; instruction should also enable the individual to develop skills and attitudes needed for effective interpersonal relationships. Perhaps the area schools should include in their instructional program information and experiences that will assist students in developing concepts needed to adjust to changing events in our society.

2. School Variables.—When the responses of day students were grouped by size of day school enrollment, students differed significantly on 40 items. More day students in the smaller schools than in larger schools perceived their schools as doing less to perform the 40 items on which they disagreed significantly. The proportion of items under each student personnel service area which were perceived as being performed less for day students in smaller schools are presented in rank order as follows: personnel records and information service, 33 per cent; admission service, 40 per cent; recruitment service, 64 per cent; follow-up service, 75 per cent; job placement, 88 per cent; counseling service, 100 per cent. It should be noted that four of the five counselors employed in area schools at the time of this study were in larger schools. The reactions of day students from smaller schools suggest that one possible reason for low enrollment may have been the failure of area school officials in smaller schools to develop a positive and systematic procedure for working with surrounding high school officials. One would not necessarily expect smaller schools to provide professional counseling services; however, smaller schools could orient new students to the area school program, inform students that the school will assist them in obtaining employment, and conduct a follow-up study to determine the progress of former students.

   The largest number of significant differences occurred when day students were grouped by the number of counselors employed in the school. More students from schools without than with a counselor tended to perceive their schools as doing less to perform the 41 items on which they differed significantly. The proportion of items under each student personnel service area perceived as being performed less for day students in schools without a counselor are presented in rank order as follows: information service, 33 per cent, orientation service, 38 per cent; recruitment service, 45 per cent; admission, personnel records, and follow-up service, 50 per cent; and counseling and job placement service, 50 per cent. In general, the data indicate the possibility that the employment of a counselor in an area school may help to: improve communication between the area school and surrounding high schools; develop an admission procedure that assists each student in selecting a course most realistic for him; lead to the development of an orientation program that familiarizes new students with the school program; provide counseling service for students; lead to the improvement of an organized job placmenet service for students; and improve follow-up procedures. Since most of the smaller schools have only one administrative person, he cannot be expected to perform student personnel services along with his many other duties.

Disagreement Among Responses of Night Students, Pertaining to Services Needed, When Grouped by Selected Variables

When the reactions of night students were grouped by selected variables, students disagree significantly on 24 items concerning the extent to which services were needed. Night students differed significantly on more items when they were grouped by personal variables of age and sex than when grouped by school variables of number of counselors employed in the school and size of night school enrollment.

1. Personal Variables.—Most of the items on which night students disagreed when grouped by age, pertained to services aimed at assisting students in adjusting to their current and future environment. More younger than older night students expressed a greater need for the area schools: to familiarize new students with the area school by means of a group meeting in which they can become familiar with the purposes and objectives of the school; to familiarize students with the world of work through a unit taught by each instructor; to provide students with information relating to the improvement of reading and study skills; to provide a professional counselor for assisting students who have difficulties in their relationship with other students and staff members; to provide counseling for students who need information regarding military service and have other special problems related to educational-vocational planning; and to conduct regular and periodic follow-up studies of all school droupouts to determine their progress and adjustment on the job. Older students having had a broader range of experience in the adult world than younger students would not see as great a need for the school to assist them in developing attitudes needed in adjusting to their present and future environment. However, many of the older students may have returned to the area school because they were not satisfied with the growth they had accomplished in the world of work and may need assistance in developing new attitudes towards themselves and the world of work.

   When grouped by sex, night students disagree significantly on only six items regarding the extent to which services were needed. This small number of items suggests that sex of night students makes little difference in terms of services needed. More female than male students perceived a greater need for the area schools: to develope media for providing prospective students with specific information on the area schools; to provide new students with information about the school program during the first week by means of a conducted tour of the school; and to maintain files, records, and organized arrangements of job requests received from employers. More male than female students perceived a greater need for the area schools to assist students in finding employment after completing a course of study.

2. School Variables.—Since night students differed significantly only on five items when grouped by size of school, this suggests that size of school enrollment makes little difference in terms of services needed. More night students from smaller than larger schools indicated a greater need for the area schools: to require each person applying for admission to present from a physician a statement concerning the condition of his health; to screen those students who need remedial work in reading or math; to use personnel records to assist students in planning their next step after completing the area school; to survey local employers in determining job openings; and to make, three months prior to their graduation, a list of students seeking employment. Students in smaller schools were concerned with the need for assistance by their school in obtaining employment. Since this same concern was expressed by faculty members from small schools, steps should be taken by these schools for strengthening their job placement program.

   When grouped by number of counselors employed in the school night students differed significantly on four items. More night students from schools with a counselor indicated a greater need for the area schools to provide students with counseling service.

   However, the small number of items disagreed on by night students when grouped by size of school and number of counselors employed in the school suggests that these particular school variables will not require different patterns of services.

Disagreement Among Responses of Night Students, Pertaining to Services Performed, When Grouped by Selected Variables

When the reactions of night students were grouped by selected variables, night students disagreed significantly on 55 items concerning the extent to which services were performed. Night students differed significantly on more items when grouped by school variables of size of night school enrollment and number of counselors employed in the school than when grouped by personal variables of age and sex.

1. Personal Variables.—Night students differed significantly on 15 items when grouped by age. More older than younger night students were uncertain as to what their schools were doing to inform prospective students of the job placement program; to organize visits for groups of students to tour the area school; to conduct planned visits to surrounding high schools; to screen students who need remedial work; to use personnel records in assisting students to select a course of study and to send appropriate information about students to employers; to assist students through a special unit to improve their study habits; to make available for students' use information on written reports of follow-up studies of former students, and on the improvement of reading and study skills; to provide a professional counselor to assist students who have financial problems related to education, have difficulties in their relationship with students and staff members, and need information regarding military service; to assist students withdrawing from school to obtain employment; to assist former students in finding employment; and to conduct regular and periodic follow-up studies of all graduates.

   When the responses of night students were grouped by sex, they differed significantly on only two items. The small numbers of items on which night students disagreed when grouped by sex suggests that student personnel services provided to night students are perceived similarly by male and female students.

2. School Variables.—When the reactions of night students from schools with 175 or less enrolled were compared with the reactions of night students from larger schools with 176 or more enrolled, they differed significantly on 27 items. More students from smaller schools than from larger schools perceived their schools as doing more: to provide a systematic program for informing prospective students about the area school program; to provide an organized admission program; to orient new students to the area school program; to make available for students' use information on apprenticeship and union requirements, on seeking employment, on writing letters of application, on good work habits, and on self-improvement; to counsel students who desire to transfer from one course to another. More students from larger than smaller schools perceived their schools as doing more: to require each person applying for admission to meet with the area vocational-technical school counselor for the purpose of selecting a course; to use personnel records to assist prospective students in selecting a course

of study; to familiarize students with the world of work through planned field trips to industries and through group discussions with former students, employers, and employees; to maintain files, records, and organized arrangements of job requests received from employers; and to conduct regular and periodic follow-up studies of all school dropouts to determine their progress and adjustment on the job.

When grouped by the number of counselors employed in the school, night students differed significantly on 11 items. More night students in schools without than with a counselor perceived their area schools as doing more: to organize visits for groups to tour the area school, including parents of high school students in surrounding high schools and other interested groups in the community and to familiarize new students with the area school program by means of a conducted tour and group meetings in which new students can become familiar with the purposes and objectives of the school. More night students in schools with than without counselors indicated that their area schools were doing more: to require each person applying for admission to complete an application form and meet with the area school counselor for the purpose of selecting a course that appears to be most realistically in keeping with the applicant's own abilities, interests, and limitations and to use personnel records to assist prospective students in selecting a course of study and in planning their next step after the area school.

The number of differences obtained when both day students and faculty members were grouped by size of school enrollment and number of counselors employed in the school were not obtained when night students were grouped by these variables. When both day students' and faculty members' responses were grouped by size of day school enrollment and number of counselors employed, consistently the larger schools and schools with counselors were doing more to perform the large numbers of services on which they differed significantly. Yet, when night students were grouped and compared on the same variables, they differed significantly on only a few items. Since student personnel services provided for night students must be performed by the day school counselor, it is doubtful whether, at the present time, suitable arrangements have been made for making this service available for night students. Therefore, the differences occurring when night students were grouped by size of school enrollment and number of counselors were the result of variables other than a counselor.

Disagreement Among Responses of Faculty Members, Concerning Services Needed, When Grouped by Selected Variables

When the reactions of faculty members were grouped by selected variables, faculty members disagreed significantly on 49 items concerning the extent to which services were needed. The faculty members differed significantly on more items when grouped by school variables regarding size of day school enrollment and number of counselors employed in the school than when grouped by personal variables of age, sex, certification level, and teaching experience.

1. Personal Variables.—When grouped by age, faculty members disagreed significantly on only two items regarding the extent to which services were needed. The small number of items on which faculty members disagreed when grouped by age suggests that the age of faculty members makes little difference in terms of services needed.

   When the responses of faculty members were grouped by sex, faculty members differed significantly on only six items. An examination of the items on which faculty members disagreed significantly when grouped by sex revealed that more female than male faculty members perceived a greater need for area schools: to inform surrounding high schools about the admission requirements, entrance tests, tuituion, and expenses; to maintain a permanent personnel folder on each student; and to make available for students' use information on writing letters of application, and completing job application forms. More male than female faculty members percieved a greater need for the area schools to inform surrounding high schools about the job placement program provided students.

   When grouped by certification, faculty members disagreed significantly on eight items pertaining to the extent to which services were needed. More faculty members with a professional certificate than with a one-year and five-year permit perceived a greater need for the area schools: to inform students in surrounding high schools about job placement programs provided students; to provide a student temporary admission to a course where the student fails to meet part of the admission requirements; to make available for students' use information on writing letters of application, on completing job application forms, and on preparing for a job interview; to provide counseling services for assisting students who have personal problems and need to gain a better understanding of themselves, their interests, motivations, and limitations; and to conduct a regular and periodic follow-up study for all school droupouts to determine their progress and adjustment on the job. In general, faculty members with a professional certificate tended to perceive a need for the school to go beyond the teaching of a mechanical skill to that of assisting the individual in developing the desirable personality traits and knowledge that would assist him in obtaining and holding a job. If the area schools are going to develop individuals with flexible attitudes to meet the changing conditions of our society, they must be equipped with the attitudes and skills needed to make wise decisions at future choice points.

When grouped by teaching experience, faculty members disagreed significantly on seven items pertaining to the extent to which services were needed. More faculty members with one year, and two to three years of teaching experience than with four or more years perceived a greater need for the area schools: to organize visits for groups to tour the area schools including parents of high school students and school officials; to obtain information about students after they enter the school through such means as teacher ratings, follow-up studies, etc.; to familiarize students with the world of work.

In summary, the general agreement among faculty members when grouped by personal variables, concerning the extent to which services were needed, suggests that the development of student personnel services in area schools will not have to be adjusted to any particular pattern of differences that might exist among faculty members.

2. School Variables.—Faculty members differed significantly on more items when grouped by size of day school enrollment than when grouped by other variables. Faculty members differed significantly on 17 items concerning the extent to which services were needed. More faculty members from smaller than larger schools perceived a need for the area schools: to develop organized visits for groups such as parents of high school students to tour the area schools; to provide a student temporary admission to a course where the student fails to meet part of the admission requirements; to maintain a permanent record folder on each student; to make available for the students' use information on apprenticeship and union requirements, military service obligations, and seeking employment; to provide an organized job placement service for students. However, more faculty members from larger than smaller schools perceived a need for the area schools: to require each person entering to meet specific admission requirements for each course; and to orient new students to the school program by means of a handbook or mimeographed copies of rules, policies, and regulations. The fact that smaller schools are constantly attempting to upgrade their enrollment may be the reason that faculty members in these schools perceived a need for an organized and systematic recruitment program, and for a flexible program of admissions. The urgency with which faculty members

from smaller schools perceive the need for an organized recruitment program, job placement program, and information program for students suggests that the development of these services in these schools would meet with overwhelming approval from faculty members.

When grouped by number of counselors employed in the school, faculty members disagreed significantly on eight items concerning the extent to which services were needed. More faculty members from schools without than with a counselor perceived a greater need for the area schools: to conduct organized visits for groups to tour the area schools such as parents of high school students; to provide a student temporary admission to a course whenever the student fails to meet part of the admission requirements; to maintain a permanent record folder on each student; to make available for students' use information on apprenticeship and union requirements; and to provide an organized job placement program under the supervision of a professional counselor who surveys local employers in determining job openings, assists students in preparing for a job interview, and assists students in finding employment after completing a course of study. More faculty members from schools with than without a counselor perceived a greater need for the area schools to require each person entering the area school to meet specific admission requirements for each course such as aptitude test scores, etc. Again, respondents from schools with a counselor were concerned with more rigid admission requirements, while faculty members from schools without a counselor wanted a flexible admissions policy.

In conclusion, faculty members from smaller schools and schools without counselors tended to perceive a greater need for recruitment services, flexible admission procedures, information service, and an organized job placement program. Consideration should be given to these particular services in developing a program of student personnel services in these schools.

Disagreement Among Responses of Faculty Members, Concerning Services Performed, When Grouped by Selected Variables

The proportion of items on which faculty members differed significantly, when their reactions concerning services performed were grouped by selected variables, were as follows: size of day school enrollment, 90 per cent; number of counselors employed in the school, 88 per cent; certification level of teachers, 61 per cent; sex, 13 per cent; teaching experience, 10 per cent; and age, 7 per cent.

1. Personal Variables.—Most of the items on which male and female faculty members disagreed pertained to information and procedures used to: (a) broaden students' understanding of the world of work; (b) increase their confidence and skills in obtaining employment; and (c) assist students in developing positive attitudes toward work and interpersonal relationships. More male than female faculty members consistently perceived the area schools as doing less to provide students with information and experiences designed to fulfill the above objectives. These findings support the disagreement between male and female day students. Female instructors in general teach female students in area schools, and male instructors teach male students in area schools. One may conclude from this study that more female than male instructors are providing female students with more information and experience designed to increase their awareness and understanding of the world of work. More specifically, this study suggests that male instructors should make available to students through printed materials and other teaching media the following information: (a) procedures for seeking employment; (b) writing letters of application; (c) completing job application forms; (d) preparing for job interviews; (e) problems encountered in the job situation; (f) good work habits and good employer-employee relations; and (g) self-improvement such as dress, manners, health habits, and desirable personality traits.

When the responses of faculty members were grouped by certification level, faculty members differed significantly on 42 items. In general, with the exception of items 42, 43, and 44 under information service, over 50 per cent of the faculty members with a five-year permit perceived the area schools as providing either excellent or good provision: for providing organized and systematic ways for informing prospective students about the area school program; for requiring each person applying for admission to take an entrance examination and to present a statement from his physician concerning the condition of his health; for providing students temporary admission to a course where the student fails to meet part of the admission requirements; for orienting new students to the area school through a planned tour of the school and through a handbook of information; for providing students with counseling service; for providing an organized job placement program for students; and for providing a regular and periodic follow-up study of all graduates and dropouts. On the contrary, over 50 per cent of faculty members with a one-year permit and a professional certificate perceived the area schools as making irregular provision or little or no provision, or were unaware of the extent to which these services were performed. The differences among faculty members when grouped by certification level may be attributed to the fact that most of the faculty members with a five-year permit had been employed for several years in a vocational school and usually these were the schools that had a larger enrollment and a counselor, while many of the faculty members with a one-year permit and a professional certificate had been employed more recently in one of the new area schools that have opened in recent years.

When grouped by teaching experience, faculty members disagreed significantly on ten items regarding the extent to which services were performed in area schools. A closer examination of the items on which faculty members disagreed revealed that more faculty members with four or more years than faculty members with less teaching experience perceived the area schools as doing more: to organize visits for groups such as students in surrounding high schools to tour the area schools; to use personnel records in assisting prospective students in selecting a course of study; to make available for students' use information on results of studies of local employment conditions and materials regarding the improvement of reading and study skills; to provide counseling for all students who are failing and/or having learning difficulties. More faculty members with one year or less teaching experience were unaware of the extent to which the area schools were: making available for students' use information on written reports of follow-up studies of former students and information on seeking employment; counseling with students who have irregular attendance; conducting follow-up studies on all school droupouts and graduates to determine their progress and adjustment on the job; while faculty members with more teaching experience perceived the area schools as making irregular, or little or no provision for performing these particular services.

2. School Variables.—When grouped by size of day school enrollment, faculty members differed significantly on 62 items. Furthermore, faculty members differed significantly on more items when grouped by size of day school enrollment than when grouped by other variables. More important was the fact that the differences were in the direction denoting that schools with an enrollment of 200 or less were doing less to perform a program of student personnel services. This was illustrated by the examination of the proportion of items under each student personnel service area on which faculty members from smaller schools perceived their schools as performing less: recruitment, admission, counseling, placement, and follow-up services, 100 per cent; information service, 92 per cent; personnel record service 67 per cent; and orientation service, 50 per cent. Faculty members from smaller schools perceived their schools as making little or no provision for performing a systematic and comprehensive program of student personnel

services. These findings suggest that area schools with an enrollment of 200 or less need to take definite steps for improving their program of student personnel services.

Faculty members from larger schools tended to perceive that either excellent or good provision was being made by the schools for performing student personnel services. Yet, the large number of items on which faculty members from larger schools were uncertain or unaware of their existence tended to indicate that if many of the above services were being performed, faculty members were unaware of their existence.

Faculty members from larger schools perceived their schools as making excellent or good provision for performing recruitment and admission services, while faculty members from smaller schools perceived their schools as making good or irregular provision for performing recruitment and admission services. Thus, these data imply the need for smaller schools to examine positive and constructive means of working with surrounding high schools and of assisting each student in selecting a course of study most realistic for him.

It was decided not to discuss extensively the items that faculty members disagreed on when grouped by number of counselors employed in the school since 57 of the 61 items on which they disagreed significantly were the same items faculty members disagreed on when grouped by size of day school enrollment. Furthermore, the differences in both instances were in the direction denoting that schools with an enrollment of 201 or more or with a counselor were performing student personnel services at a higher level. As previously stated, similar frequencies were being compared when faculty members were grouped by size of day school enrollment and number of counselors employed in the schools.

In conclusion, these findings tend to support the need for the employment of counselors in all area schools.

Conclusions

The chief findings of this study can be summarized into two groups of statements: first, conclusions concerning the extent to which student personnel services were perceived as needed, and second, conclusions concerning the extent to which student personnel services were perceived as being performed.

The data presented in this study strongly support the need for developing and organizing a systematic and comprehensive program of student personnel services in Georiga's area vocational-technical schools.

Based upon the reactions of all respondent groups, the following conclusions can be stated:

1. It is most desirable for the area schools to provide a recruitment program that will establish a positive and systematic procedure for informing prospective students about area school programs. This need appears to be greater in the schools with low enrollment and without a counselor.

2. It is essential for the area schools to provide an organized admissions program that will assist a broad range of students in their selection of courses from which each can benefit the most.

3. It is most desirable for the area schools to provide a comprehensive personnel record system that will allow for improved understanding of and service to the individual students as they have contact with the instructors and in all phases of their school lives.

4. It is essential for the area schools to provide an organized orientation program for new students that will assist them in adjusting to new surroundings, in exploring the opportunities available at the area school, and in becoming familiar with the world of work.

5. It is desirable for the area schools to provide an information service that will make available for students' use information relating to the world of work and personal and social adjustment. This was stressed even more strongly by female students and by students in those schools with a lower enrollment.

6. It is most desirable for the area schools to make available a professional counselor for counseling with students concerning educational, vocational, and personal problems.

7. It is desirable for the area schools to provide an organized job placement program that is coordinated through one office and will assist all students in finding employment. Consistently, this was supported strongly by those schools with low enrollment.

8. It is desirable for the area schools to provide a systematic and periodic follow-up study of graduates, dropouts, and employers as a part of determining the effectiveness of the training programs.

9. Faculty members and day students perceived a greater need for student personnel services than did night students.

10. The general agreement that existed among all the respondents that personnel services are needed suggests little difficulty in planning student personnel services suitable to the variables examined in this study.

The data presented in this study suggest that performance of student personnel services in area schools is inadequate and is not meeting the needs of students. Based upon the reactions of all respondent groups, the following conclusions can be stated:

1. The area schools currently have not developed systematic and positive media through which to work with the surrounding high schools in orienting prospective students and school officials to the area school program. This was even more apparent in schools with low enrollment and without a counselor.

2. The admission program currently provided in area schools seems inconsistent and inefficient. This was even more evident for night programs, for schools with low enrollment, and for schools without a counselor.

3. The procedures used by the area schools for collecting information on students, maintaining information when collected, and using information for the benefit of the students are inadequate and inconsistent.

4. The area schools need an organized orientation program. This is shown even more clearly in schools with low enrollment and those without a counselor.

5. The area schools have little or no information materials concerning the world of work and personal and social adjustment. Where information does exist it appears that systematic provisions have not been developed for making this information available for students' use. This is emphasized even more by male students, night students, and students who are enrolled in schools with low enrollment and without a counselor.

6. The area schools have made little or no provision for counseling services.

7. The area school officials have made little or no provision for accepting the responsibility for providing an organized job placement program. Currently job placement is handled in an unsystematic manner with little coordination of effort.

8. The area school officials are making little or no provision for conducting a systematic follow-up service.

9. The large proportion of faculty members and students who were uncertain concerning services performed in the school indicated that if these services are being performed in the area schools adequate communication does not exist between the area school counselor and these particular publics.
10. All services are being performed less adequately in smaller schools than in larger schools.
11. All services are being performed less adequately for night students than for day students.
12. All services are being performed less adequately in schools without than in schools with a counselor.

Discussion and Implications

On the basis of the summary of findings and the stated conclusions, certain implications and further investigation seem warranted.

1. Two related assumptions are basic to this study. The first assumption was that the initial step in developing a program of student personnel services is to determine the services needed and the extent to which services are performed. The second assumption was that such questionnaires as those used in this study, when responded to by administrative personnel, faculty members, and students, could yield sufficient basis to determine services needed and the extent to which services were performed. Throughout the summary of the findings, references were made to the perceptions of respondent groups as to services needed and the level of need, and to services performed and the varying levels of provision. The evidence presented by this study indicates that a questionnaire can be used to determine a starting point in developing a program of student personnel services for area vocational-technical schools. The fact that the respondent groups indicated that most services were being performed below the level needed suggests that the quality of services should be improved to meet the needs of the students and schools. This study needs to be replicated in other area schools to see whether the instruments remain valid in determining services needed and performed.
2. Another assumption upon which the present study was based was that if a program of student personnel services is initiated with emphasis upon what administrative personnel, faculty members, and students perceived as needed in a particular institution, this would prevent disagreement between the counselor's perception of his role as compared to the perception of his role by his various publics. Since

both administrative personnel and faculty members indicated that it was essential for the schools to provide most of the services, it appears that their support can be elicited in the development of a program of student personnel services at the local level. However, further research will be needed to see whether the involvement of administrative personnel, faculty members, and students in determining services needed and in the development and implementaiton of these services will lead to the development: of greater clarity on the part of all groups concerning the job of the area school counselor and the objectives of the various student personnel services; of adequate communication between the counselor and the various respondent groups; of a program with fewer inconsistencies between program premises and program practices; of a program of student personnel services that is an integral part of the total school program; and of effective means for the program of student personnel services to be continually evaluated to see whether the program has increased the school's ability to train skilled workers.

3. The next logical step is to determine procedures and techniques most effective in developing patterns and organization of services at the state and local level. In the development of a program of student personnel services, emphasis must be placed upon the organization and policies under which the program of student personnel services operates. For example, the student capacity of the area schools which ranges from 200 to 700 students will necessitate that the schools have different organizational structures of services. Smaller schools may have a director of student personnel services who is responsible for performing all services, while larger schools may have a director of student personnel services with other individuals responsible to him for performing certain services. The large number of uncertain responses selected by both faculty members and students in those area schools that currently have counselors suggests that in the development of services an adequate communication system must be developed between the area school counselor and his various publics. As the programs are developed, provision should be made for the total staff to have a part in developing the services so that their ideas are included and so that they can gain a greater understanding of services available. Staff participation may be accomplished through a student personnel service committee with faculty and student representation, appointed by the director with the responsibility of working with the director of student personnel services in developing a program. Therefore, school, staff, and student variables must be considered in organizing services from both the state and local level.

4. This study revealed that little or no provision was being made for a comprehensive program of student personnel services for night students. Since area schools currently have almost as many students in night programs as day programs, steps must be taken to provide these students with an adequate program of student personnel services. This may mean the employment of additional personnel responsible for the night program.

5. All respondent groups indicated that it was either essential or desirable for the area school to develop positive and systematic procedures for informing prospective students about the area school program. Yet, several questions directly related to recruitment have not been answered such as: What will be the role of the area school counselor in increasing the articulation between the area school and surrounding high schools? How can the area school counselor become a resource consultant to the surrounding high school counselors in planning for high school students experiences that will broaden their concept of what is available in the area school? How can the area school orient adults to opportunities available in the area school? How can the area school improve the information currently provided high school counselors and students? What types of information should the area school counselor systematically provide to the public school counselor regarding opportunities available in the area schools?

6. All respondent groups frequently indicated that it was essential for the area schools to develop an admission program that assists a broad range of students in selecting a course of study from which they can benefit. This implies the need for research on admission criteria and procedures that will enable the area school to be more flexible in meeting the needs of students. The gathering and classifying of data dealing with the educational, social, personal, and economic characteristics of students entering different courses will lead to improved selection procedures. Furthermore, the determining of learning weaknesses of students entering area schools will enable both area schools and high schools to adjust their curricula to meet the needs of the students. Many unanswered questions remain before an adequate admission program can be developed; among these are: What criteria are most useful in the selection of students for certain occupational areas for training? What are the specific learning weaknesses of students who enter area vocational-technical schools? How could the area school and feeder high schools work together to eliminate these weaknesses?

7. All respondent groups indicated that it was either essential or desirable for the area schools to develop an adequate

personnel record system. Attention should be given to the use of computers and other modern techniques of collecting and recording information on students. Also, attention should be given to adequate clerical help for the area school counselor so that he is free of record keeping.

8. All respondent groups indicated it was essential for the area schools to develop for new students an orientation program that would assist them in adjusting to the new surroundings and in exploring the opportunities available at the area school. In the development of an adequate orientation program, further study will be needed concerning: the role of faculty members in the orientation program; the types of activities and materials needed in carrying on an orientation program; the effectiveness of the orientation program in assisting prospective students in relating themselves to the area school program and in reducing droupouts; and the development of a continuous program which has as its goal the orientation of area school students to the world of work.

9. All respondent groups indicated that it was desirable for the area school to provide the student with information that would increase his awareness of the working world and his confidence and skill in meeting future situations pertaining to the working world. Repeatedly this study focused on the indication that the male faculty member is unaware of his responsibilities in providing students with information concerning the world of work and his responsibilities for assisting students in developing positive attitudes in interpersonal relationships. These findings suggest that greater clarity should be established concerning the role of instructors in the information service, and their role in using information materials to assist students in the development of work habits and interpersonal relationships adaptable to other situations.

10. The different respondent groups supported the need for the area schools to provide counseling service. The biggest problem confronting area school officials is one of providing enough staff with sufficient time to counsel with the students.

11. All respondent groups indicated that it was either essential or desirable for the area schools to provide an organized job placement program for students. However, this study indicates that vocational educators have not fully accepted this responsibility. The question remains--How can the area school counselors and area school instructors work together in providing an organized job placement program for students? How can the area school work with the local labor department in placing students on jobs?

12. The data presented in this study emphasize that all respondent

groups believed that it was either essential or desirable for the area school to provide a systematic follow-up program of students. Area schools need to develop procedures for determining how effectively former students have adjusted to the occupational structure of an industrial society so that the school can determine how well current training is in line with the demands of industry. They also must develop instruments for this type of evaluation.

The evidence presented in this study provides area school officials with a mandate for developing a program of student personnel services that becomes the channel through which the potential worker relates himself to training and eventual employment.

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APPENDICES

APPENDIX A: CRITERION CHECKSHEET, Copies 1 and 2

NAME ______________________ SCHOOL ______________________

DATE ______________________ POSITION ______________________

CRITERION CHECKSHEET
FOR
STUDENT PERSONNEL SERVICES
IN
AREA VOCATIONAL TECHNICAL SCHOOLS

(COPY 1)

PURPOSE OF COPY 1 OF THE CRITERION CHECKSHEET

Copy 1 of the Criterion Checksheet for Student Personnel Services in Area Vocational-Technical Schools is provided to determine what perceptions are with regard to the extent to which each of the 167 listed services are needed in your area vocational-technical school. The definition of terms on page two are to be read before completing the Criterion Checksheet.

When completing this first copy of the Criterion Checksheet, you need to be concerned with the extent to which you believe each of the listed services are needed in your area vocational-technical school.

DIRECTIONS FOR COMPLETING THE CRITERION CHECKSHEET

Respond to each item by circling the appropriate number in the margin to the right to indicate the extent to which you believe the service is needed in your area vocational-technical school. When uncertain, circle the (5) response as indicated below. When reasonably sure, however, circle the most appropriate number (1, 2, 3, or 4).

(1) This service is essential if the school plans to operate effectively in fulfilling its objective.

(2) This service would be desirable and would aid the school in fulfilling its objectives.

(3) This service would be of little value in enhancing the school's ability to fulfill its objectives.

(4) This service would be undesirable and would not enhance the progress of the school.

(5) I am uncertain or do not know whether this service is needed in the area vocational-technical school.

DEFINITION OF SPECIAL TERMS

I. Student Personnel Services - That group of services (recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at choice points: before he enters the vocational-technical school, while he is attending, and after he leaves the school.

1. Recruitment Service - The process of interpreting the vocational-technical school to the student, his family, and his high school counselor in terms of its services and opportunities for success.
2. Admission Service - The process of aiding the individual student in selecting and enrolling in a course at the vocational-technical school that is most realistic for him in terms of his abilities, aptitudes, and interests.
3. Personnel Record Service - The process of keeping and utilizing personnel records in the improved understanding of and service to the individual student as he has contact not only with the classroom, but also in all phases of his school life.
4. Orientation Service - A program of activities designed to facilitate the student's entrance into his new life and environment as a member of the vocational-technical school.
5. Information Service - The process of providing the student with facts about his environment - about educational and occupational opportunities and requirements.
6. Counseling Service - The process of assisting the student in thinking through his educational, vocational, and personal adjustment problems through the services of a professional counselor.
7. Placement Service - The process of assisting the student in finding appropriate employment after leaving school.
8. Follow-up Service - The process of determining how the student's plans worked out and how effectively the educational program served him.

II. Professional Counselor - The counselor who meets the requirements for the SC-5 or higher certificate as set forth by the Georgia State Department of Education.

III. AV-T - Is an abbreviation for Area Vocational-Technical School.

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(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

I. PROVISIONS AND FACILITIES

The administration provides . . . **Needed**

1. a counseling office that is accessible to students and offers privacy during counseling. 1 2 3 4 5
2. office equipment and supplies needed such as desk, telephone, bookcases, etc. 1 2 3 4 5
3. clerical assistance in carrying on correspondence activities and other related jobs. 1 2 3 4 5
4. an adequate record system to serve administrative, instructional, and guidance purposes. 1 2 3 4 5
5. filing facilities for personnel records. 1 2 3 4 5
6. safeguards needed to maintain the security of personnel records. 1 2 3 4 5
7. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T schools. 1 2 3 4 5
8. funds for developing printed materials such as a catalogue, visual, audio-visual materials to be used in the recruitment program. 1 2 3 4 5
9. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admission program. 1 2 3 4 5
10. adequate professional materials such as basic guidance texts in tests and measurement, and current periodicals in guidance and vocational education. 1 2 3 4 5
11. sufficient space for testing extremely large groups of students (50 to 100). 1 2 3 4 5
12. sufficient space for testing small groups of students (1 to 10). 1 2 3 4 5

The administration provides leadership . . .

13. in employing a professional counselor with a 5th year Certification in counseling. 1 2 3 4 5
14. in helping the counselor decide which student personnel services are in greatest need of development at the present. 1 2 3 4 5
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies. 1 2 3 4 5
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others. 1 2 3 4 5
17. in clarifying responsibilities where more than one counselor is employed. 1 2 3 4 5
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services. 1 2 3 4 5
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program. 1 2 3 4 5
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor. 1 2 3 4 5

II. STUDENT PERSONNEL SERVICES

A. Recruitment Service

Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about . . .

21. the AV-T school program, course offerings, facilities, and equipment. 1 2 3 4 5
22. the admission requirements, entrance tests, tuition, and expenses. 1 2 3 4 5
23. the job placement program provided students. 1 2 3 4 5
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose. 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

Needed

25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students could be given to high school counselors and students. 1 2 3 4 5

Organized visits are developed for groups to tour the AV-T school including . . .

26. parents of high school students. 1 2 3 4 5

27. students in surrounding high school. 1 2 3 4 5

28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors. 1 2 3 4 5

29. other interested groups in the community (representatives from industry and civic groups). 1 2 3 4 5

Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to . . .

30. surrounding high schools on college and career days. 1 2 3 4 5

31. surrounding high schools to talk with groups of students and with individual students. 1 2 3 4 5

32. state employment office. 1 2 3 4 5

33. prospective employers. 1 2 3 4 5

34. industry to talk with groups of employees. 1 2 3 4 5

35. PTA's and other civic organizations. 1 2 3 4 5

Procedures are developed for . . .

36. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station. 1 2 3 4 5

37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools. 1 2 3 4 5

38. sending brochures to employment counselors, vocational rehabilitation counselors and other individuals in a position to refer prospective students to the school. 1 2 3 4 5

39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but which are offered in another AV-T school. 1 2 3 4 5

B. Admission Service

A person has been designated by the school to . . .

40. be responsible for the admission program. 1 2 3 4 5

Each person applying for admission to the AV-T school is required to . . .

41. have an interview with the person in charge of admission. 1 2 3 4 5

42. complete an application form. 1 2 3 4 5

43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc. 1 2 3 4 5

44. appear at the school on a scheduled date prior to enrollment to take the entrance examination. 1 2 3 4 5

45. present a statement concerning the condition of his health from a physician of his own choosing. 1 2 3 4 5

46. provide the school with a copy of his high school record. 1 2 3 4 5

47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course. 1 2 3 4 5

48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations. 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

The person in charge of admissions is responsible for . . . **Needed**

49. working with instructors in developing admission criteria for different courses, designating the education level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed. 1 2 3 4 5

50. having entrance examinations scored prior to the applicant's acceptance into the school. 1 2 3 4 5

51. determining whether the applicant meets the criteria that have been established for the particular course. 1 2 3 4 5

Procedures are developed for . . .

52. screening those students who need remedial work in reading or math and scheduling classes as they are needed. 1 2 3 4 5

53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course. 1 2 3 4 5

C. Personnel Records

A permanent personnel folder is developed on each prospective student which includes . . .

54. personal histroy questionnaire, application form, entrance tests, high school records, health form, interview notes, and other pertinent admission information. 1 2 3 4 5

After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as . . .

55. ratings by instructors, grades, comments, and observations. 1 2 3 4 5

56. standardized tests that are administered to the student as need for information occurs. 1 2 3 4 5

57. an autobiography. 1 2 3 4 5

58. a sheet designed to obtain information on the student when he drops out or leaves school. 1 2 3 4 5

59. follow-up information of former students' success. 1 2 3 4 5

Instruments used for collecting data on students are designed so that . . .

60. each is an integral part of the whole personnel record system. 1 2 3 4 5

61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades). 1 2 3 4 5

62. forms are compact and data are easily and accurately recorded, checked, and filed for later use. 1 2 3 4 5

63. forms are dated before being filed. 1 2 3 4 5

64. forms contain a blank space for adding pertinent information in the future that is not specified at this time. 1 2 3 4 5

Procedures are developed for . . .

65. making personnel records easily accessible for professional use. 1 2 3 4 5

66. the counselor to control confidential information such as counseling interview notes and personality test scores. 1 2 3 4 5

67. checking all entry, assignment, withdrawal, and transfer records. 1 2 3 4 5

68. filing personnel information in sequential order so that relationship and progress can be easily traced. 1 2 3 4 5

69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves. 1 2 3 4 5

70. instructing the staff in the use of personnel records through periodic inservice activities. 1 2 3 4 5

Personnel records at this school contain the following information on all students . . .

71. identification data such as name, sex, place and date of birth (student number if data processing is used). 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

Needed

72. marital status of student and number of children. 1 2 3 4 5

73. occupation of wife or husband. 1 2 3 4 5

74. full name, address, and telephone number of each parent or guardian. 1 2 3 4 5

75. occupational, educational, and marital status of each parent. 1 2 3 4 5

76. number of siblings older and younger than student. 1 2 3 4 5

77. marked talents or accomplishments of family members or near relatives. 1 2 3 4 5

78. economic status of family such as home ownership. 1 2 3 4 5

79. health record filled in by student. 1 2 3 4 5

80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy. 1 2 3 4 5

81. special achievements and honors received in and out of school. 1 2 3 4 5

82. conduct or citizenship record. 1 2 3 4 5

83. attendance and tardiness record; reason for excessive absence or tardiness. 1 2 3 4 5

84. group scholastic aptitude test results. 1 2 3 4 5

85. results of vocational interest inventories. 1 2 3 4 5

86. tests of reading and math achievement. 1 2 3 4 5

87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received. 1 2 3 4 5

88. record of subsequent entry to other educational institutions. 1 2 3 4 5

89. special talents and hobbies such as music, art, athletics, reading, etc. 1 2 3 4 5

90. statement of student's interests. 1 2 3 4 5

91. complete record of work experience. 1 2 3 4 5

92. course selected; record of changes with reasons for the changes. 1 2 3 4 5

93. attitude towards the AV-T school. 1 2 3 4 5

94. reasons for dropping out of the AV-T school. 1 2 3 4 5

95. statement of post-graduation intentions. 1 2 3 4 5

96. date leaving or graduated from AV-T school. 1 2 3 4 5

97. follow-up record after leaving AV-T school. 1 2 3 4 5

98. other ______________________________ 1 2 3 4 5

Personnel records on students are used by . . .

99. a professional counselor to assist prospective students in selecting a course 1 2 3 4 5

100. a professional counselor to assist students in planning their next step after graduation from the AV-T school. 1 2 3 4 5

101. a professional counselor to facilitate counseling interviews. 1 2 3 4 5

102. the school to send appropriate information about students to employers. 1 2 3 4 5

103. faculty members to facilitate the instructional program. 1 2 3 4 5

D. Orientation Service

Information about the school program is provided for new students during the first week by means of . . . 1 2 3 4 5

104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school. 1 2 3 4 5

105. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school. 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

Needed

106. a handbook or mimeographed copies of rules, policies, and regulations. 1 2 3 4 5

Procedures have been developed for familiarizing students with the world of work through . . .

107. a unit taught by each instructor. 1 2 3 4 5

108. one or more planned field trips to industries where students can observe work situations. 1 2 3 4 5

109. group discussions with former students, employees, and employers. 1 2 3 4 5

110. a unit on "How to Find Employment." 1 2 3 4 5

Procedures have been developed for providing a special unit in the improvement of study habits that is to be . . .

111. available to all students whose school achievement and general aptitude is low. 1 2 3 4 5

E. Information Design

Provisions are made for making the following types of information available for student's use . . .

112. a file of occupational materials and books related to the courses offered at the AV-T school. 1 2 3 4 5

113. written reports of follow-up studies of former students and their success. 1 2 3 4 5

114. results of studies of local employment conditions and job opportunities available on local, state and national level. 1 2 3 4 5

115. results of studies on occupations that are declining and re-training programs. 1 2 3 4 5

116. report of apprenticeship and union requirements. 1 2 3 4 5

117. copies of the current edition of the Occupational Outlook Handbook. 1 2 3 4 5

118. Dictionary of Occupational Titles. 1 2 3 4 5

119. information regarding state and federal labor laws. 1 2 3 4 5

120. materials on the improvement of reading and study skills such as pamphlets and study guides. 1 2 3 4 5

121. a file on military service obligations and opportunities. 1 2 3 4 5

122. information about community and state resources (health, rehabilitation, welfare, etc.) 1 2 3 4 5

123. college catalogues (especially colleges in Georgia). 1 2 3 4 5

Adequate quantities of (at least 5) publications are provided for students' use on . . .

124. seeking employment. 1 2 3 4 5

125. writing letters of application. 1 2 3 4 5

126. completing job application forms. 1 2 3 4 5

127. preparing for a job interview. 1 2 3 4 5

128. problems encountered in the job situation. 1 2 3 4 5

129. good work habits and good employer-employee relations. 1 2 3 4 5

130. self improvement such as dress, manners, health habits, and the value of desirable personality traits. 1 2 3 4 5

131. recreational opportunities available in the community. 1 2 3 4 5

F. Counseling Service

A professional counselor is available for assisting students . . .

132. who have recently enrolled in school and have adjustment problems. 1 2 3 4 5

133. who have financial problems related to educational and occupational planning. 1 2 3 4 5

134. who have difficulties in their relationship with students and staff members. 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

Needed

135. who have personal problems. 1 2 3 4 5

136. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations. 1 2 3 4 5

137. who need information regarding military service and other special problems related to educational-vocational planning. 1 2 3 4 5

138. in developing and carrying out post-school plans. 1 2 3 4 5

139. in making wise choices of leisure time activities. 1 2 3 4 5

Personal conferences with a professional counselor are scheduled for all students who . . .

140. have just enrolled in school (an introductory type of interview). 1 2 3 4 5

141. are failing and/or having learning difficulties. 1 2 3 4 5

142. have irregular attendance. 1 2 3 4 5

143. withdraw from school. 1 2 3 4 5

144. desire to transfer from one course to another. 1 2 3 4 5

Joint procedures have been worked out between the counselor, staff, and administrator . . .

145. on methods to be followed in referring students to the counselor. 1 2 3 4 5

G. Placement Service

A job placement service is coordinated through one office under the supervision of a professional counselor who . . .

146. is responsible for developing forms to be used in the job placement service such as job request form, student information form, job referral form, etc. 1 2 3 4 5

147. maintains files, records, and organized arrangement of job requests received from employers. 1 2 3 4 5

148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received. 1 2 3 4 5

149. surveys local employers in determining job openings. 1 2 3 4 5

150. utilizes state employment office, employers of former students, and others in locating job openings for current students. 1 2 3 4 5

151. arranges for employers to visit the school to interview students. 1 2 3 4 5

152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation. 1 2 3 4 5

153. assists students in preparing for job interviews. 1 2 3 4 5

154. maintains a record of AV-T school dropouts seeking employment. 1 2 3 4 5

155. assists students in finding employment after completing a course of study. 1 2 3 4 5

156. assists students withdrawing from school to obtain employment. 1 2 3 4 5

157. assists former students in finding employment. 1 2 3 4 5

158. assists students in finding part-time employment. 1 2 3 4 5

H. Follow-up Service

Regular and periodic follow-up studies are conducted of . . .

159. all graduates to determine their progress and adjustment on the job. 1 2 3 4 5

160. all school dropouts to determine their progress and adjustment on the job. 1 2 3 4 5

161. all graduates and dropouts to determine reactions towards the training that they feel should be made in the training program. 1 2 3 4 5

162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates. 1 2 3 4 5

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

Information obtained from follow-up studies is summarized by . . . **Needed**

163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students. **1 2 3 4 5**

Information obtained from follow-up studies is used by . . .

164. administrator and faculty for discussion and possible implication for changes in the school program. **1 2 3 4 5**

165. the school and employers to study placement and adjustment problems of students. **1 2 3 4 5**

166. the school counselor to study the effectiveness of admission criteria. **1 2 3 4 5**

Procedures are developed for . . .

167. objectively evaluating student personnel services by students and faculty. **1 2 3 4 5**

NAME ______________________ SCHOOL ______________________
DATE ______________________ POSITION ______________________

CRITERION CHECKSHEET
FOR
STUDENT PERSONNEL SERVICES
IN
AREA VOCATIONAL-TECHNICAL SCHOOLS

(COPY 2)

PURPOSE OF COPY 2 OF THE CRITERION CHECKSHEET

Copy 2 of the Criterion Checksheet for Student Personnel Services in Area Vocational-Technical Schools is provided to determine what your perceptions are with regard to the extent to which each of the 167 listed services are currently being performed in your area vocational-technical school. The definition of terms on page two are to be read before completing the Criterion Checksheet.

When completing this second copy of the Criterion Checksheet, you need to be concerned with the extent to which you believe each of the listed services are currently being performed in your area vocational-technical school.

DIRECTIONS FOR COMPLETING THE CRITERION CHECKSHEET

Respond to each item by circling the appropriate number in the margin to the right to indicate the extent to which you believe the seryice is currently being performed in your area vocational-technical school. When uncertain, circle the (5) response as indicated below. When reasonably sure, however, circle the most appropriate number (1, 2, 3, or 4).

(1) Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.

(2) Good provision is made for performing this service in an organized and systematic pattern.

(3) Irregular provision is made for performing this service.

(4) Little or no provision is made for performing this service in the area vocational-technical school.

(5) I am uncertain or do not know whether this service is performed by the area vocational-technical school.

DEFINITION OF SPECIAL TERMS

I. Student Personnel Services - That group of services (recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at choice points: before he enters the vocational-technical school, while he is attending, and after he leaves the school.

1. Recruitment Service - The process of interpreting the vocational-technical school to the student, his family, and his high school counselor in terms of its services and opportunities for success.

2. Admission Service - The process of aiding the individual student in selecting and enrolling in a course at the vocational-technical school that is most realistic for him in terms of his abilities, aptitudes, and interests.

3. Personnel Record Service - The process of keeping and utilizing personnel records in the improved understanding of and service to the individual student as he has contact not only with the classroom, but also in all phases of his school life.

4. Orientation Service - A program of activities designed to facilitate the student's entrance into his new life and enviornment as a member of the vocational-technical school.

5. Information Service - The process of providing the student with facts about his environment - about educational and occupational opportunities and requirements.

6. Counseling Service - The process of assisting the student in thinking through his educational, vocational, and personal adjustment problems through the services of a professional counselor.

7. Placement Service - The process of assisting the student in finding appropriate employment after leaving school.

8. Follow-up Service - The process of determining how the studnet's plans worked out and how effectively the educational program served him.

II. Professional Counselor - The counselor who meets the requirements for the SC-5 or higher Certificate as set forth by the Georgia State Department of Education.

III.. AV-T - Is an abbreviation for Area Vocational-Technical School.

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(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

I. PROVISIONS AND FACILITIES

The administration provides . . .

Performed

1. a counseling office that is accessible to students and offers privacy during counseling. 1 2 3 4 5
2. office equipment and supplies needed such as desk, telephone, bookcases, etc. 1 2 3 4 5
3. clerical assistance in carrying on correspondence activities and other related jobs. 1 2 3 4 5
4. an adequate record system to serve administrative, instructional, and guidance purposes. 1 2 3 4 5
5. filing facilities for personnel records. 1 2 3 4 5
6. safeguards needed to maintain the security of personnel records. 1 2 3 4 5
7. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admission program. 1 2 3 4 5
8. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T school. 1 2 3 4 5
9. funds for developing printed materials such as a catalogue, visual, and audio-visual materials to be used in the recruitment program. 1 2 3 4 5
10. adequate professional materials such as basic guidance texts, texts in tests and measurement, and current periodicals in guidance and vocational education. 1 2 3 4 5
11. sufficient space for testing extremely large groups of students (50 to 100). 1 2 3 4 5
12. sufficient space for testing small groups of students (1 to 10). 1 2 3 4 5

The administration provides leadership . . .

13. in employing a professional counselor with a 5th year Certification in counseling. 1 2 3 4 5
14. in helping the counselor decide which student personnel services are in greatest need of development at the present. 1 2 3 4 5
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies. 1 2 3 4 5
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others. 1 2 3 4 5
17. in clarifying responsibilities where more than one counselor is employed. 1 2 3 4 5
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services. 1 2 3 4 5
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program. 1 2 3 4 5
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor. 1 2 3 4 5

II. STUDENT PERSONNEL SERVICES

A. Recruitment Service

Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about . . .

21. the AV-T school program, course offerings, facilities, and equipment. 1 2 3 4 5
22. the admission requirements, entrance tests, tuition, and expenses. 1 2 3 4 5
23. the job placement program provided students. 1 2 3 4 5
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

Performed

25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students could be given to high school counselors and students. 1 2 3 4 5

Organized visits are developed for groups to tour the AV-T school including . . .

26. parents of high school students. 1 2 3 4 5

27. students in surrounding high schools. 1 2 3 4 5

28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors. 1 2 3 4 5

29. other interested groups in the community (representatives from industry and civic groups. 1 2 3 4 5

Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to . . .

30. surrounding high schools on college and career days. 1 2 3 4 5

31. surrounding high schools to talk with groups of students and with individual students. 1 2 3 4 5

32. state employment office. 1 2 3 4 5

33. prospective employers. 1 2 3 4 5

34. industry to talk with groups of employees. 1 2 3 4 5

35. PTA's and other civic organizations. 1 2 3 4 5

Procedures are developed for . . .

36. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station. 1 2 3 4 5

37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools. 1 2 3 4 5

38. sending brochures to employment counselors, vocational rehabilitation counselors and other individuals in a position to refer prospective students to the school. 1 2 3 4 5

39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but which are offered in another AV-T school. 1 2 3 4 5

B. Admission Service

A person has been designated by the school to . . .

40. be responsible for the admission program. 1 2 3 4 5

Each person applying for admission to the AV-T school is required to . . .

41. have an interview with the person in charge of admission. 1 2 3 4 5

42. complete an application form. 1 2 3 4 5

43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc. 1 2 3 4 5

44. appear at the school on a scheduled date prior to enrollment to take the entrance examination. 1 2 3 4 5

45. present a statement concerning the condition of his health from a physician of his own choosing. 1 2 3 4 5

46. provide the school with a copy of his high school record. 1 2 3 4 5

47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course. 1 2 3 4 5

48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

Performed

49. working with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed. 1 2 3 4 5

50. having entrance examinations scored prior to the applicant's acceptance into the school. 1 2 3 4 5

51. determining whether the applicant meets the criteria that have established for the particular course. 1 2 3 4 5

Procedures are developed for . . .

52. screening those students who need remedial work in reading or math and scheduling classes as they are needed. 1 2 3 4 5

53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course. 1 2 3 4 5

C. Personnel Records

A permanent personnel folder is developed on each prospective student which includes . . .

54. personal history questionnaire, application form, entrance tests, high school records, health form, interview notes, and other pertinent admission information. 1 2 3 4 5

After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as . . .

55. ratings by instructors, grades, comments, and observations. 1 2 3 4 5

56. standardized tests that are administered to the student as need for information occurs. 1 2 3 4 5

57. an autobiography. 1 2 3 4 5

58. a sheet designed to obtain information on the student when he drops out or leaves school. 1 2 3 4 5

59. follow-up information of former students' success. 1 2 3 4 5

Instruments used for collecting data on students are designed so that . . .

60. each is an integral part of the whole personnel record system. 1 2 3 4 5

61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades). 1 2 3 4 5

62. forms are compact and data are easily and accurately recorded, checked, and filed for later use. 1 2 3 4 5

63. forms are dated before being filed. 1 2 3 4 5

64. forms contain a blank space for adding pertinent information in the future that is not specified at this time. 1 2 3 4 5

Procedures are developed for . . .

65. making personnel records easily accessible for professional use. 1 2 3 4 5

66. the counselor to control confidential information such as counseling interview 1 2 3 4 5

67. checking all entry, assignment, withdrawal, and transfer records. 1 2 3 4 5

68. filing personnel information in sequential order so that relationship and progress can be easily traced. 1 2 3 4 5

69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves. 1 2 3 4 5

70. insttucting the staff in the use of personnel records through periodic inservice activities. 1 2 3 4 5

Personnel records at this school contain the following information on all students . . .

71. identification data such as name, sex, place and date of birth (student number if data processing is used). 1 2 3 4 5

72. marital status of student and number of children. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (3) UNCERTAIN

Performed

73. occupation of wife or husband. 1 2 3 4 5

74. full name, address, and telephone number of each parent or guardian. 1 2 3 4 5

75. occupational, educational, and marital status of each parent. 1 2 3 4 5

76. number of siblings older and younger than student. 1 2 3 4 5

77. marked talents or accomplishments of family members or near relatives. 1 2 3 4 5

78. economic status of family such as home ownership. 1 2 3 4 5

79. health record filled in by students. 1 2 3 4 5

80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy. 1 2 3 4 5

81. special achievements and honors received in and out of school. 1 2 3 4 5

82. conduct or citizenship record. 1 2 3 4 5

83. attendance and tardiness record; reason for excessive absence or tardiness. 1 2 3 4 5

84. group scholastic aptitude test results. 1 2 3 4 5

85. results of vocational interest inventories. 1 2 3 4 5

86. [illegible] of reading and math achievement. 1 2 3 4 5

87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received. 1 2 3 4 5

88. record of subsequent entry to other educational institutions. 1 2 3 4 5

89. special talents and hobbies such as music, art, athletics, reading, etc. 1 2 3 4 5

90. statement of student's interests. 1 2 3 4 5

91. complete record of work experience. 1 2 3 4 5

92. course selected; record of changes with reasons for the changes. 1 2 3 4 5

93. attitude towards the AV-T school. 1 2 3 4 5

94. reasons for dropping out of the AV-T school. 1 2 3 4 5

95. statement of post-graduation intentions. 1 2 3 4 5

96. date leaving or graduated from AV-T school. 1 2 3 4 5

97. follow-up record after leaving AV-T school. 1 2 3 4 5

98. other ______________________________ 1 2 3 4 5

Personnel records on students are used by . . .

99. a professional counselor to assist prospective students in selecting a course of study. 1 2 3 4 5

100. a professional counselor to assist students in planning their next step after graduation from AV-T school. 1 2 3 4 5

101. a professional counselor to facilitate counseling interviews. 1 2 3 4 5

102. the school to send appropriate information about students to employers. 1 2 3 4 5

103. faculty members to facilitate the instructional program. 1 2 3 4 5

D. Orientation Service

Information about the school program is provided for new students during the first week by means of . . .

104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school. 1 2 3 4 5

105. group meetings in which they can become familiar with the purposes, objectives and opportunities of different courses and the different services provided by the school. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

Performed

106. a handbook or mimeographed copies of rules, policies, and regulations. 1 2 3 4 5

Procedures have been developed for familiarizing students with the world of work through . . .

107. a unit taught by each instructor. 1 2 3 4 5

108. one or more planned field trips to industries where students can observe work situations. 1 2 3 4 5

109. group discussions with former students, employees, and employers. 1 2 3 4 5

110. a unit on "How to Find Employment." 1 2 3 4 5

Procedures have been developed for providing a special unit in the improvement of study habits that is to be . . .

111. available to all students whose school achievement and general aptitude is low. 1 2 3 4 5

E. Information Design

Provisions are made for making the following types of information available for students' use . . .

112. a file of occupational materials and books related to the courses offered at the AV-T school. 1 2 3 4 5

113. written reports of follow-up studies of former students and their success. 1 2 3 4 5

114. results of studies of local employment conditions and job opportunities available on local, state, and national level. 1 2 3 4 5

115. results of studies on occupations that are declining and re-training programs. 1 2 3 4 5

116. report of apprenticeship and union requirements. 1 2 3 4 5

117. copies of the current edition of the Occupational Outlook Handbook. 1 2 3 4 5

118. Dictionary of Occupational Titles. 1 2 3 4 5

119. information regarding state and federal labor laws. 1 2 3 4 5

120. materials on the improvement of reading and study skills such as pamphlets and study guides. 1 2 3 4 5

121. a file on military service obligations and opportunities. 1 2 3 4 5

122. information about community and state resources (health, rehabilitation, welfare, etc. 1 2 3 4 5

123. college catalogues (especially colleges in Georgia). 1 2 3 4 5

Adequate quantities of (at least 5) publications are provided for students' use on . . .

124. seeking employment. 1 2 3 4 5

125. writing letters of application. 1 2 3 4 5

126. completing job application forms. 1 2 3 4 5

127. preparing for a job interview. 1 2 3 4 5

128. problems encountered in the job situation. 1 2 3 4 5

129. good work habits and good employer-employee relations. 1 2 3 4 5

130. self improvement such as dress, manners, health habits, and the value of desirable personality traits. 1 2 3 4 5

131. recreational opportunities available in the community. 1 2 3 4 5

F. Counseling Service

A professional counselor is available for assisting students . . .

132. who have recently enrolled in school and have adjustment problems. 1 2 3 4 5

133. who have financial problems related to educational and occupational planning. 1 2 3 4 5

134. who have difficulties in their relationship with students and staff members. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

Performed

135. who have personal problems. 1 2 3 4 5

136. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.

137. who need information regarding military service and other special problems related to educational-vocational planning. 1 2 3 4 5

138. in developing and carrying out post-school plans. 1 2 3 4 5

139. in making wise choices of leisure time activities. 1 2 3 4 5

Personal conferences with a professional counselor are scheduled for all students who. . .

140. have just enrolled in school (an introductory type of interview). 1 2 3 4 5

141. are failing and/or having learning difficulties. 1 2 3 4 5

142. have irregular attendance. 1 2 3 4 5

143. withdraw from school. 1 2 3 4 5

144. desire to transfer from one course to another. 1 2 3 4 5

Joint procedures have been worked out between the counselor, staff, and administrator. . .

145. on methods to be followed in referring students to the counselor. 1 2 3 4 5

G. Placement Service

A job placement service is coordinated through one office under the supervision of a professional counselor who. . .

146. is responsible for developing forms to be used in the job placement service such as job request form, student information form, job referral form, etc. 1 2 3 4 5

147. maintains files, records, and organized arrangement of job requests received from employers. 1 2 3 4 5

148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received. 1 2 3 4 5

149. surveys local employers in determining job openings. 1 2 3 4 5

150. utilizes state employment office, employers of former students, and others in locating job openings for current students. 1 2 3 4 5

151. arranges for employers to visit the school to interview students. 1 2 3 4 5

152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation. 1 2 3 4 5

153. assists students in preparing for job interviews. 1 2 3 4 5

154. maintains a record of AV-T school dropouts seeking employment. 1 2 3 4 5

155. assists students in finding employment after completing a course of study. 1 2 3 4 5

156. assists students withdrawing from school to obtain employment. 1 2 3 4 5

157. assists former students in finding employment. 1 2 3 4 5

158. assists students in finding part-time employment. 1 2 3 4 5

H. Follow-up Service

Regular and periodic follow-up studies are conducted of . . .

159. all graduates to determine their progress and adjustment on the job. 1 2 3 4 5

160. all school dropouts to determine their progress and adjustment on the job. 1 2 3 4 5

161. all graduates and dropouts to determine reactions towards the training that they feel should be made in the training program. 1 2 3 4 5

162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates. 1 2 3 4 5

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

Information obtained from follow-up studies is summarized by . . .	Performed
163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students.	1 2 3 4 5
Information obtained from follow-up studies is used by . . .	
164. administrator and faculty for discussion and possible implication for changes in the school program.	1 2 3 4 5
165. the school and employers to study placement and adjustment problems of students.	1 2 3 4 5
166. the school counselor to study the effectiveness of admission criteria.	1 2 3 4 5
Procedures are developed for . . .	
167. objectively evaluating student personnel services by students and faculty.	1 2 3 4 5

APPENDIX B:

SCHEDULE OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS, COPIES 1 and 2

(COPY 1)

PURPOSE OF COPY 1 OF THE SCHEDULE

Copy 1 of the Schedule of Student Personnel Services for Area Vocational-Technical Schools is provided to determine what your perceptions are with regard to the extent to which each of the 69 listed services are needed in this area vocational-technical school. Student personnel services can be defined as that group of services (recruitment, admission, personnel records, orientation, counseling, information, job placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at choice points: before he enters the vocational-technical school, while he is attending, and after he leaves.

When completing this first copy of the schedule, you need to be concerned with the extent to which you believe each of the listed services are needed in this area vocational-technical school.

DIRECTIONS FOR COMPLETING THE SCHEDULE

Respond to each item by circling the appropriate number in the margin to the left to indicate the extent to which you believe the service is needed in this area vocational-technical school. When uncertain, circle the (5) response as indicated below. When reasonably sure, however, circle the most appropriate number (1), (2), (3), or (4).

(1) This service is essential if the school plans to operate effectively in fulfilling its objectives.

(2) This service would be desirable and would aid the school in fulfilling its objectives.

(3) This service would be of little value in enhancing the school's ability to fulfill its objectives.

(4) This service would be undesirable and would not enhance the progress of the school.

(5) I am uncertain or do not know whether this service is needed in the area vocational-technical school.

NEEDED	SCHEDULE OF STUDENT PERSONNNEL SERVICES
	(A) Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about . . .
1 2 3 4 5	(1) the area vocational-technical school program, course offerings, facilities, and equipment.
1 2 3 4 5	(2) the admission requirements, entrance tests, tuition, and expenses
1 2 3 4 5	(3) the job placement program provided students.
	(B) Organized visits are developed for groups to tour the area vocational-technical school, including . . .
1 2 3 4 5	(4) parents of high school students.
1 2 3 4 5	(5) students in surrounding high schools.
1 2 3 4 5	(6) school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.
1 2 3 4 5	(7) other interested groups in the community (representatives from industry and civic groups).
	(C) Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to . . .
1 2 3 4 5	(8) surrounding high schools on college and career days.
1 2 3 4 5	(9) surrounding high schools to talk with groups of students and with individual students.
1 2 3 4 5	(10) PTA's and other civic organizations.
	(D) Procedures are developed for . . .
1 2 3 4 5	(11) releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
	(E) Each person applying for admission to the area vocational-technical school is required to . . .
1 2 3 4 5	(12) have an interview with the person in charge of admissions.
1 2 3 4 5	(13) complete an application form.
1 2 3 4 5	(14) take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.
1 2 3 4 5	(15) appear at the school on a scheduled date prior to enrollment to take the entrance examination.
1 2 3 4 5	(16) present a statement concerning the condition of his health from a physician of his own choosing.
1 2 3 4 5	(17) provide the school with a copy of his high school record.
1 2 3 4 5	(18) meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.
1 2 3 4 5	(19) meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.
	(F) Procedures are developed for . . .
1 2 3 4 5	(20) screening those students who need remedial work in reading or math, and scheduling classes as they are needed.
1 2 3 4 5	(21) providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.
	(G) Procedures are developed for . . .
1 2 3 4 5	(22) obtaining information about students before they enter school through such means as questionnaire, interviews, tests, high school transcript, health records, etc.
1 2 3 4 5	(23) obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.
1 2 3 4 5	(24) maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized scores, high school records, health records, and future plans.
	(H) Personnel records on students are used by . . .
1 2 3 4 5	(25) a professional counselor to assist prospective students in selecting a course of study.
1 2 3 4 5	(26) a professional counselor to assist students in planning their next step after graduation from vocational-technical school.
1 2 3 4 5	(27) the school to send appropriate information about students to employers.
	(I) Information about the school program is provided for new students during the first week by means of . . .
1 2 3 4 5	(28) a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.
1 2 3 4 5	(29) group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.
1 2 3 4 5	(30) a handbook or mimeographed copies of rules, policies, and regulations.

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
	(J) Procedures have been developed for familiarizing students with the world of work through . . .
1 2 3 4 5	(31) a unit taught by each instructor.
1 2 3 4 5	(32) one or more planned field trips to industries where students can observe work situations.
1 2 3 4 5	(33) group discussions with former students, employees, and employers.
1 2 3 4 5	(34) a unit on "How to Find Employment."
	(K) Procedures have been developed for providing a special unit in the improvement of study habits that is to be . . .
1 2 3 4 5	(35) available to all students whose school achievement and general aptitude is low.
	(L) Provisions are made for making the following types of information available for students' use . . .
1 2 3 4 5	(36) written reports of follow-up studies of former students and their success.
1 2 3 4 5	(37) results of studies of local employment conditions and job opportunities available on local, state, and national level.
1 2 3 4 5	(38) reports of apprenticeship and union requirements.
1 2 3 4 5	(39) materials on the improvement of reading and study skills such as pamphlets and study guides.
1 2 3 4 5	(40) a file on military service obligations and opportunities.
	(M) Adequate quantities (at least 5) of publications are provided for students' use on . . .
1 2 3 4 5	(41) seeking employment.
1 2 3 4 5	(42) writing letters of application.
1 2 3 4 5	(43) completing job application forms.
1 2 3 4 5	(44) preparing for a job interview.
1 2 3 4 5	(45) problems encountered in the job situation.
1 2 3 4 5	(46) good work habits and good employer-employee relations.
1 2 3 4 5	(47) self-improvement such as dress, manners, health habits, and the value of desirable personality traits.
	(N) A professional counselor is available for assisting students . . .
1 2 3 4 5	(48) who have financial problems related to educational and occupational planning.
1 2 3 4 5	(49) who have difficulties in their relationship with students and staff members.
1 2 3 4 5	(50) who have personal problems.
1 2 3 4 5	(51) who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.
1 2 3 4 5	(52) who need information regarding military service and other special problems related to educational-vocational planning.
1 2 3 4 5	(53) in developing and carrying out post-school plans.
	(O) Personal conferences with a professional counselor are scheduled for all students who . . .
1 2 3 4 5	(54) are failing and/or having learning difficulties.
1 2 3 4 5	(55) have irregular attendance.

(1) ESSENTIAL (2) DESIRABLE (3) LITTLE VALUE (4) UNDESIRABLE (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL
1 2 3 4 5	(56) desire to transfer from one course to another.
1 2 3 4 5	(57) withdraw from school.
	(P) A job placement service is coordinated through one office under the supervision of a professional counselor who . . .
1 2 3 4 5	(58) maintains files, records, and organized arrangements of job requests received from employers.
1 2 3 4 5	(59) surveys local employers in determining job openings.
1 2 3 4 5	(60) arranges for employers to visit the school to interview students.
1 2 3 4 5	(61) makes a list of students seeking employment and their perference as to location three months prior to their graduation.
1 2 3 4 5	(62) assists students in preparing for job interviews.
1 2 3 4 5	(63) assists student in finding employment after completing a course of study.
1 2 3 4 5	(64) assists students in withdrawing from school to obtain employment.
1 2 3 4 5	(65) assists former students in finding employment.
	(Q) Regular and periodic follow-up studies are conducted of . . .
1 2 3 4 5	(66) all graduates to determine their progress and adjustment on the job.
1 2 3 4 5	(67) all school drououts to determine their progress and adjustment on the job.
1 2 3 4 5	(68) all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.
	(R) Information obtained from follow-up studies is summarized by . . .
1 2 3 4 5	(69) a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical students.

PLEASE SUPPLY THE FOLLOWING INFORMATION ABOUT YOURSELF AND YOUR SCHOOL PROGRAM:

(S) Personal Data . . .

(70) Age (years) ______

(71) Sex (check one)

1. Male______
2. Female______

(72) Check area enrolled in (or teaching in)

1. Skilled trades______
2. Health occupations______
3. Office occupations______
4. Technical occupations______
5. Name of course____________________________

(T) School Data . . .

(73) Size of school, based on day school enrollment of full-time preparatory ______________

PLEASE SUPPLY THE FOLLOWING INFORMATION ABOUT YOURSELF AND YOUR SCHOOL PROGRAM:

(74) Check the number of counselors employed in your school

1. None_____
2. 1 or more_____

(U) Only students will complete the following items . . .

(75) Check the level of education completed

1. Beyond high school (such as junior college or business school)_____
2. Completed high school_____
3. Did not complete high school_____

(76) Check the length of enrollment at this school

1. 6 months or less_____
2. 7-12 months_____
3. 13 months or over_____

(77) Check the type of program enrolled in

1. Full-time preparatory (day student)_____
2. Part-time preparatory (night student)_____
3. Extension course for employed personnel_____

(V) Only faculty members will complete the following items . . .

(78) Check the level of education completed

1. College graduate_____
2. High school graduate_____
3. Did not complete high school_____
4. Other (list other education)

____

____

(79) Check your certification level

1. One year permit_____
2. Five year permit_____
3. Professional_____

(80) Total years of experience as a teacher in a vocational school_____

(W) Other information . . .

(81) School code number

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
28

SCHEDULE OF STUDENT PERSONNEL SERVICES
FOR
AREA VOCATIONAL-TECHNICAL SCHOOLS

(COPY 2)

PURPOSE OF COPY 2 OF THE SCHEDULE

Copy 2 of the Schedule of Student Personnel Services for Area Vocational-Technical Schools is provided to determine what your perceptions are with regard to the extent to which each of the 69 listed services are currently being performed in this area vocational-technical school. Student personnel services can be defined as that group of services (recruitment, admission, personnel records, orientation, counseling, information, job placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at choice points: before he enters the vocational-technical school, while he is attending, and after he leaves.

When completing this second copy of the schedule, you need to be concerned with the extent to which you believe each of the listed services are currently being performed in this area vocational-technical school.

DIRECTIONS FOR COMPLETING THE SCHEDULE

Respond to each item by circling the appropriate number in the margin to the left to indicate the extent to which you believe the service is currently being performed in this area vocational-technical school. When uncertain, circle the (5) response as indicated below. When reasonably sure, however, circle the most appropriate number (1), (2), (3), or (4).

(1) Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.

(2) Good provision is made for performing this service in an organized and systematic pattern.

(3) Irregular provision is made for performing this service.

(4) Little or no provision is made for performing this service in the area vocational-technical school

(5) I am uncertain or do not know whether this service is performed by the area vocational-technical school.

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
	(A) Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about . . .
1 2 3 4 5	(1) the area vocational-technical school program, course offerings, facilities, and equipment.
1 2 3 4 5	(2) the admission requirements, entrance tests, tuition, and expense.
1 2 3 4 5	(3) the job placement program provided students.
	(B) Organized visits are developed for groups to tour the area vocational-technical school, including . . .
1 2 3 4 5	(4) parents of high school students.
1 2 3 4 5	(5) students in surrounding high schools.
1 2 3 4 5	(6) school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.
1 2 3 4 5	(7) other interested groups in the community (representatives from industry and other civic groups).
	(C) Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to . . .
1 2 3 4 5	(8) surrounding high schools on college and career days.
1 2 3 4 5	(9) surrounding high schools to talk with groups of students and with individual students.
	(10) PTS's and other civic organizations.

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
	(D) Procedures are developed for . . .
1 2 3 4 5	(11) releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.
	(E) Each person applying for admission to the area vocational-technical school is required to . . .
1 2 3 4 5	(12) have an interview with the person in charge of admissions.
1 2 3 4 5	(13) complete an application form.
1 2 3 4 5	(14) take a battery of aptitude tests for guidance purposes to assist the individual in acquiring understanding of his aptitudes, abilities, interests, etc.
1 2 3 4 5	(15) appear at the school on a scheduled date prior to enrollment to take the entrance examination.
1 2 3 4 5	(16) present a statement concerning the condition of his health from a physician of his own choosing.
1 2 3 4 5	(17) provide the school with a copy of his high school record.
1 2 3 4 5	(18) meet specific admissions standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.
1 2 3 4 5	(19) meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.
	(F) Procedures are developed for . . .
1 2 3 4 5	(20) screening those students who need remedial work in reading or math, and scheduling classes as they are needed.
1 2 3 4 5	(21) providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.
	(G) Procedures are developed for . . .
1 2 3 4 5	(22) obtaining information about students before they enter school through such means as questionnaire, interviews, tests, high school transcript, health records, etc.
1 2 3 4 5	(23) obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.
1 2 3 4 5	(24) maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, and future plans.
	(H) Personnel records on students are used by . . .
1 2 3 4 5	(25) a professional counselor to assist prospective students in selecting a course of study.
1 2 3 4 5	(26) a professional counselor to assist students in planning their next step after graduation from vocational-technical school.
1 2 3 4 5	(27) the school to send appropriate information about students to employers.
	(I) Information about the school program is provided for new students during the week by means of . . .
1 2 3 4 5	(28) a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.
1 2 3 4 5	(29) group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses the different services provided by the school.
	(30) a handbook or mimeographed copies of rules, policies, and regulations.

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
	(J) Procedures have been developed for familiarizing students with the world of work through . . .
1 2 3 4 5	(31) a unit taught by each instructor.
1 2 3 4 5	(32) one or more planned field trips to industries where students can observe work situations.
1 2 3 4 5	(33) group discussions with former students, employees, and employers,
1 2 3 4 5	(34) a unit on "How to Find Employment."
	(K) Procedures have been developed for providing a special unit in the improvement of study habits that is to be . . .
1 2 3 4 5	(35) available to all students whose school achievement and aptitude is low.
	(L) Provisions are made for making the following types of information available for students' use . . .
1 2 3 4 5	(36) written reports of follow-up studies of former students and their success.
1 2 3 4 5	(37) results of studies of local employment conditions and job opportunities available on local, state, and national level.
1 2 3 4 5	(38) reports of apprenticeship and union requirements.
1 2 3 4 5	(39) materials on the improvement of reading and study skills such as pamphlets and study guides.
1 2 3 4 5	(40) a file on military obligations and opportunities.
	(M) Adequate quantities (at least 5) of publications are provided for students' use on . . .
1 2 3 4 5	(41) seeking employment.
1 2 3 4 5	(42) writing letters of application.
1 2 3 4 5	(43) completing job application forms.
1 2 3 4 5	(44) preparing for a job interview.
1 2 3 4 5	(45) problems encountered in the job situation.
1 2 3 4 5	(46) good work habits and good employer-employee relations.
1 2 3 4 5	(47) self-improvement such as dress, manners, health habits, and the value of desirable personality traits.
	(N) A professional counselor is available for assisting students . . .
1 2 3 4 5	(48) who have financial problems related to educational and occupational planning.
1 2 3 4 5	(49) who have difficulties in their relationship with students and staff members.
1 2 3 4 5	(50) who have personal problems.
1 2 3 4 5	(51) who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.
1 2 3 4 5	(52) who need information regarding military service and other special problems related to educational-vocational planning.
1 2 3 4 5	(53) in developing and carrying out post-school plans.
	(O) Personal conferences with a professional counselor are scheduled for all students who . . .
1 2 3 4 5	(54) are failing and/or having learning difficulties.
1 2 3 4 5	(55) have irregular attendance.

(1) EXCELLENT PROVISION (2) GOOD PROVISION (3) IRREGULAR PROVISION (4) LITTLE OR NO PROVISION (5) UNCERTAIN

NEEDED	SCHEDULE OF STUDENT PERSONNEL SERVICES
1 2 3 4 5	(56) withdraw from school.
1 2 3 4 5	(57) desire to transfer from one course to another.
	(P) A job placement service is coordinated through one office under the supervision of a professional counselor who . . .
1 2 3 4 5	(58) maintains files, records, and organized arrangements of job requests received from employers.
1 2 3 4 5	(59) surveys local employers in determining job openings.
1 2 3 4 5	(60) arranges for employers to visit the school to interview students.
1 2 3 4 5	(61) makes a list of students seeking employment and their preference as to location three months prior to their graduation.
1 2 3 4 5	(62) assists students in preparing for job interviews.
1 2 3 4 5	(63) assists students in finding employment after completing a course of study.
1 2 3 4 5	(64) assists students in withdrawing from school to obtain employment.
1 2 3 4 5	(65) assists former students in finding employment.
	(Q) Regular and periodic follow-up studies are conducted of . . .
1 2 3 4 5	(66) all graduates to determine their progress and adjustment on the job.
1 2 3 4 5	(67) all school dropouts to determine their progress and adjustment on the job.
1 2 3 4 5	(68) all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the *training program.*
	(R) Information obtained from follow-up studies is summarized by . . .
1 2 3 4 5	(69) a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of area vocational-technical students.

PLEASE SUPPLY THE FOLLOWING INFORMATION ABOUT YOURSELF AND YOUR SCHOOL PROGRAM:

(S) Personal Data . . .

(70) Age (years) ______

(71) Sex (check one)

1. Male______

2. Female______

(72) Check area enrolled in (or teaching in)

1. Skilled trades______

2. Health occupations______

3. Office occupations______

4. Technical occupations______

5. Name of course____

(T) School Data . . .

(73) Size of school, based on day school enrollment of full-time preparatory ________________________

(74) Check the number of counselors employed in your school

PLEASE SUPPLY THE FOLLOWING INFORMATION ABOUT YOURSELF AND YOUR SCHOOL PROGRAM:

1. None______

2. 1 or more______

(U) Only students will complete the following items . . .

(75) Check the level of education completed

1. Beyond high school (such as junior college or business school)_____

2. Completed high school______

3. Did not complete high school______

(76) Check the length of enrollment at this school

1. 6 months or less______

2. 7-12 months______

3. 13 months or over______

(77) Check the type of program enrolled in

1. Full-time preparatory (day student)______

2. Part-time preparatory (night student)______

3. Extension course for employed personnel______

(V) Only faculty members will complete the following items . . .

(78) Check the level of education completed

1. College graduate______

2. High school graduate______

3. Did not complete high school______

4. Other (list other education)

(79) Check your certification level

1. One year permit______

2. Five year permit______

3. Professional______

(80) Total years of experience as a teacher in a vocational school________

(W) Other information . . .

(81) School code number

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

28

APPENDIX C: EVALUATION OF CRITERION CHECKSHEET

1. Please read the directions on the cover of the Criterion Checksheet and make any suggestions that you feel are desirable.

2. After reading the directions, please examine each item of the Criterion Checksheet according to the following four questions:

    a. Is this item clearly stated?
    b. Is this item suitable to describe a given function?
    c. Is this item a suitable service for vocational-technical school to perform?
    d. Do the items with each service adequately describe the service?

3. You may rewrite any item to make it clearer and more meaningful.

ADDITIONAL INFORMATION:

1. The Criterion Checksheet is designed to be answered by Georgia Area Vocational-Technical School administrators and counselors.

2. This instrument has been developed from examination of other instruments, review of literature, suggestions from counselor educators, and researchers own experience in vocational-technical schools.

PURPOSES OF THE ATTACHED EVALUATION FORM:

1. To determine if the items of the Criterion Checksheet are clearly stated.

2. To determine if each item is suitable to describe a given function.

3. To determine if each item is a suitable service for vocational-technical schools.

4. To determine if the item in each group adequately describe the stated service.

CRITERION CHECKSHEET

Evaluator___________

I. PROVISIONS AND FACILITIES

Item	Clearly Stated (Yes or No)	Suitable (Yes or No)	Suitable for AV-T Schools (Yes or No)	Comments
1				
2				
3				
4				
21				

Do these items adequately describe the function stated above?

II. STUDENT PERSONNEL SERVICES

A. Recruitment

22				
23				
24				
25				
38				

Do these items adequately describe the function stated above?

B. Admission Service

39				
40				
41				
42				
52				

Do these items adequately describe the function stated above?

C. Personnel Records

Item	Clearly Stated (Yes or No)	Suitable (Yes or No)	Suitable for AV-T Schools (Yes or No)	Comments
53				
54				
55				
56				
104				

Do these items adequately cover the function stated above?

D. Orientation Service

105				
106				
107				
108				
112				

Do these items adequately cover the function stated above?

E. Information Service

113				
114				
115				
116				
130				

Do these items adequately cover the function stated above?

F. Counseling Service

131				
132				
133				
134				
145				

Do these items adequately cover the function stated above?

G. Placement Service

146				
147				
148				
149				
160				

Do these items adequately cover the function stated above?

H. Follow-up Service

161				
162				
163				
164				
169				

Do these items adequately cover the function stated above?

APPENDIX D

Table 67

Frequencies and Percentages for Administrative Personnel's Responses Indicating Extent to Which Student Personnel Services Were Needed (Copy 1) and Extent to Which Student Personnel Services Were Being Performed

(Copy 2) (N=37)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
1	1	36	1	0	0	0	97	3	0	0	0
	2	5	1	0	9	0	33	7	0	60	0
2	1	34	3	0	0	0	92	8	0	0	0
	2	4	3	1	7	0	27	20	6	47	0
3	1	33	4	0	0	0	89	11	0	0	0
	2	1	5	4	5	0	7	33	27	33	0
4	1	36	1	0	0	0	97	3	0	0	0
	2	2	7	4	2	0	13	47	27	13	0
5	1	35	2	0	0	0	95	5	0	0	0
	2	4	9	2	0	0	27	60	13	0	0
6	1	26	10	1	0	0	70	27	3	0	0
	2	6	5	2	2	0	40	34	13	13	0
7	1	31	4	2	0	0	84	11	5	0	0
	2	10	1	0	4	0	67	6	0	27	0
8	1	26	10	1	0	0	70	27	3	0	0
	2	9	2	1	3	0	60	13	7	20	0
9	1	26	11	0	0	0	70	30	0	0	0
	2	8	3	1	3	0	53	20	7	20	0
10	1	23	14	0	0	0	62	38	0	0	0
	2	1	3	2	9	0	7	20	13	60	0
11	1	12	16	6	2	1	32	43	16	6	3
	2	6	0	0	9	0	40	0	0	60	0
12	1	31	3	1	2	0	84	8	3	5	0
	2	14	1	0	0	0	93	7	0	0	0
13	1	21	16	0	0	0	57	43	0	0	0
	2	5	0	0	10	0	33	0	0	67	0
14	1	24	12	0	0	0	65	32	0	0	0
	2	3	3	1	8	0	20	20	7	53	0
15	1	28	8	1	0	0	75	22	3	0	0
	2	3	3	0	9	0	20	20	0	60	0
16	1	25	12	0	0	0	68	32	0	0	0
	2	4	1	1	9	0	26	7	7	60	0
17	1	31	6	0	0	0	84	16	0	0	0
	2	4	0	1	10	0	26	0	7	67	0
18	1	20	17	0	0	0	54	46	0	0	0
	2	1	5	1	8	0	7	33	7	53	0
19	1	33	4	0	0	0	89	11	0	0	0
	2	3	1	4	7	0	20	7	27	46	0
20	1	30	7	0	0	0	81	19	0	0	0
	2	4	3	3	8	0	20	13	13	54	0
21	1	34	3	0	0	0	92	8	0	0	0
	2	5	6	4	0	0	33	40	27	0	0
22	1	33	4	0	0	0	89	11	0	0	0
	2	5	7	3	0	0	33	47	20	0	0

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies 1	2	3	4	5	Response Percentages 1	2	3	4	5
23	1	27	10	0	0	0	73	27	0	0	0
	2	0	6	4	5	0	0	40	27	33	0
24	1	10	25	2	0	0	27	68	5	0	0
	2	0	3	3	9	0	0	20	20	60	0
25	1	16	20	1	0	0	43	54	3	0	0
	2	0	2	6	7	0	0	13	40	47	0
26	1	15	20	1	1	0	40	54	3	3	0
	2	3	3	5	4	0	20	20	33	27	0
27	1	24	13	0	0	0	65	35	0	0	0
	2	6	7	2	0	0	40	47	13	0	0
28	1	22	14	1	0	0	59	38	3	0	0
	2	8	4	3	0	0	53	27	20	0	0
29	1	18	18	1	0	0	49	49	2	0	0
	2	6	6	3	0	0	40	40	20	0	0
30	1	26	10	1	0	0	70	27	3	0	0
	2	10	4	1	0	0	67	26	7	0	0
31	1	29	8	0	0	0	78	22	0	0	0
	2	8	5	1	1	0	53	33	7	7	0
32	1	21	13	2	1	0	57	35	5	3	0
	2	6	4	3	2	0	40	27	20	13	0
33	1	23	14	0	0	0	62	38	0	0	0
	2	5	5	5	0	0	33	33	34	0	0
34	1	15	20	2	0	0	41	54	5	0	0
	2	2	6	4	3	0	13	40	27	20	0
35	1	15	22	0	0	0	41	59	0	0	0
	2	7	8	0	0	0	47	53	0	0	0
36	1	28	9	0	0	0	76	24	0	0	0
	2	6	7	2	0	0	40	47	13	0	0
37	1	21	15	0	1	0	57	40	0	3	0
	2	4	0	1	10	0	27	0	7	66	0
38	1	20	15	1	1	0	54	40	3	3	0
	2	9	4	1	1	0	60	26	7	7	0
39	1	7	29	1	0	0	19	78	3	0	0
	2	10	3	1	1	0	66	20	7	7	0
40	1	32	5	0	0	0	86	14	0	0	0
	2	7	3	3	2	0	47	20	20	13	0
41	1	21	16	0	0	0	57	43	0	0	0
	2	12	3	0	0	0	80	20	0	0	0
42	1	36	1	0	0	0	97	3	0	0	0
	2	15	0	0	0	0	100	0	0	0	0
43	1	30	7	0	0	0	81	19	0	0	0
	2	7	3	5	0	0	47	20	33	0	0
44	1	27	6	2	1	1	73	16	5	3	3
	2	6	1	4	4	0	40	7	26	27	0
45	1	20	13	3	1	0	54	35	8	3	0
	2	7	1	4	3	0	47	7	26	20	0
46	1	30	7	0	0	0	81	19	0	0	0
	2	10	3	1	1	0	66	20	7	7	0
47	1	21	16	0	0	0	57	43	0	0	0
	2	7	6	2	0	0	47	40	13	0	0

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies 1	2	3	4	5	Response Percentages 1	2	3	4	5
48	1	24	13	0	0	0	65	35	0	0	0
	2	4	4	2	5	0	27	27	13	33	0
49	1	20	15	0	0	0	54	41	0	0	0
	2	7	3	3	2	0	60	13	14	13	0
50	1	31	5	0	1	0	84	13	0	3	0
	2	9	2	2	2	0	60	13	14	13	0
51	1	30	7	0	0	0	81	9	0	0	0
	2	8	5	1	1	0	53	33	7	7	0
52	1	20	15	2	0	0	54	41	5	0	0
	2	1	2	1	11	0	7	13	7	73	0
53	1	6	23	1	5	2	16	62	3	14	5
	2	9	1	3	2	0	60	7	20	13	0
54	1	28	8	1	0	0	76	21	3	0	0
	2	7	5	2	1	0	47	33	13	7	0
55	1	31	6	0	0	0	84	16	0	0	0
	2	9	4	2	0	0	60	27	13	0	0
56	1	15	17	2	0	0	41	46	5	0	0
	2	2	1	3	9	0	13	7	20	60	0
57	1	5	23	7	1	1	13	62	19	3	3
	2	0	1	2	12	0	0	7	13	80	0
58	1	21	15	1	0	0	57	40	3	0	0
	2	5	3	2	5	0	33	20	13	33	0
59	1	30	7	0	0	0	81	19	0	0	0
	2	3	4	4	4	0	20	27	26	27	0
60	1	27	9	0	0	1	73	24	0	0	3
	2	5	5	4	1	0	33	33	27	7	0
61	1	26	11	0	0	0	70	30	0	0	0
	2	6	6	1	2	0	40	40	7	13	0
62	1	29	8	0	0	0	78	22	0	0	0
	2	8	3	4	0	0	53	20	27	0	0
63	1	29	8	0	0	0	78	22	0	0	0
	2	8	5	1	1	0	53	33	7	7	0
64	1	21	16	0	0	0	57	43	0	0	0
	2	8	5	1	1	0	53	33	7	7	0
65	1	25	12	0	0	0	68	32	0	0	0
	2	9	4	2	0	0	60	27	13	0	0
66	1	33	4	0	0	0	89	11	0	0	0
	2	5	2	0	8	0	33	13	0	53	0
67	1	26	11	0	0	0	70	30	0	0	0
	2	5	3	7	0	0	33	20	47	0	0
68	1	14	23	0	0	0	38	62	0	0	0
	2	3	5	4	3	0	20	33	27	20	0
69	1	28	9	0	0	0	76	24	0	0	0
	2	7	4	2	2	0	47	27	13	13	0
70	1	19	15	1	2	0	51	41	3	5	0
	2	5	3	4	3	0	33	20	27	20	0
71	1	35	2	0	0	0	95	5	0	0	0
	2	12	3	0	0	0	80	20	0	0	0
72	1	21	16	0	0	0	57	43	0	0	0
	2	11	0	3	1	0	73	0	20	7	0

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
73	1	12	23	2	0	0	33	62	5	0	0
	2	8	0	2	5	0	54	0	13	33	0
74	1	18	17	2	0	0	49	46	5	0	0
	2	11	2	1	1	0	73	13	7	7	0
75	1	7	23	7	0	0	19	62	19	0	0
	2	6	2	2	5	0	40	13	13	34	0
76	1	2	23	11	0	0	5	62	30	0	0
	2	5	1	0	9	0	33	7	0	60	0
77	1	3	14	15	2	3	8	38	41	5	8
	2	2	0	0	13	0	13	0	0	87	0
78	1	6	19	11	1	0	16	51	30	3	0
	2	2	0	0	13	0	13	0	0	87	0
79	1	21	10	5	1	0	57	27	13	3	0
	2	8	1	2	4	0	53	7	13	27	0
80	1	32	5	0	0	0	87	13	0	0	0
	2	11	0	3	1	0	73	0	20	7	0
81	1	12	24	1	0	0	32	65	3	0	0
	2	5	1	4	5	0	33	7	27	33	0
82	1	20	17	0	0	0	54	46	0	0	0
	2	5	3	4	3	0	33	20	27	20	0
83	1	24	13	0	0	0	65	35	0	0	0
	2	10	2	3	0	0	67	13	20	0	0
84	1	15	21	1	0	0	40	57	3	0	0
	2	11	0	0	4	0	73	0	0	27	0
85	1	18	18	1	0	0	49	49	2	0	0
	2	1	1	2	11	0	7	7	13	73	0
86	1	17	20	0	0	0	46	54	0	0	0
	2	2	2	2	9	0	13	14	13	60	0
87	1	26	11	0	0	0	70	30	0	0	0
	2	10	2	3	0	0	67	13	20	0	0
88	1	15	19	3	0	0	41	51	8	0	0
	2	9	1	2	3	0	60	7	13	20	0
89	1	7	21	8	1	0	19	56	22	3	0
	2	8	1	0	6	0	53	7	0	40	0
90	1	13	22	2	0	0	35	60	5	0	0
	2	11	0	1	3	0	73	0	7	20	0
91	1	16	21	0	0	0	43	57	0	0	0
	2	7	4	2	2	0	47	27	13	13	0
92	1	28	9	0	0	0	76	24	0	0	0
	2	8	2	3	2	0	53	14	20	13	0
93	1	19	17	1	0	0	51	46	3	0	0
	2	4	0	2	9	0	27	0	13	60	0
94	1	27	10	0	0	0	73	27	0	0	0
	2	7	5	2	1	0	47	33	13	7	0
95	1	11	23	3	0	0	30	62	8	0	0
	2	10	2	1	2	0	67	13	7	13	0
96	1	33	4	0	0	0	89	11	0	0	0
	2	13	2	0	0	0	87	13	0	0	0
97	1	30	7	0	0	0	81	19	0	0	0
	2	5	6	2	2	0	33	40	13	14	0
98	1	-	-	-	-	-	-	-	-	-	-
	2	-	-	-	-	-	-	-	-	-	-

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
99	1	30	7	0	0	0	81	19	0	0	0
	2	5	0	0	10	0	33	0	0	67	0
100	1	29	8	0	0	0	78	22	0	0	0
	2	4	1	0	10	0	26	7	0	67	0
101	1	30	6	1	0	0	81	16	3	0	0
	2	5	1	0	9	0	33	7	0	60	0
102	1	26	11	0	0	0	70	30	0	0	0
	2	9	5	0	1	0	60	33	0	7	0
103	1	25	10	2	0	0	68	27	5	0	0
	2	10	3	2	0	0	67	20	13	0	0
104	1	21	15	1	0	0	57	40	3	0	0
	2	10	4	1	0	0	67	27	6	0	0
105	1	16	20	1	0	0	43	54	3	0	0
	2	8	2	4	1	0	53	13	27	7	0
106	1	20	17	0	0	0	54	46	0	0	0
	2	9	2	2	2	0	60	13	13	14	0
107	1	19	14	1	3	1	51	38	3	8	0
	2	5	3	2	5	0	33	20	13	34	0
108	1	14	22	0	0	1	38	59	0	0	3
	2	7	5	3	0	0	47	33	20	0	0
109	1	9	27	1	0	0	24	73	3	0	0
	2	0	6	5	4	0	0	40	33	27	0
110	1	16	17	2	0	0	43	46	6	0	0
	2	3	2	6	4	0	20	13	40	27	0
111	1	12	23	1	0	1	32	62	3	0	3
	2	1	1	4	9	0	6	7	27	60	0
112	1	24	12	0	0	1	65	32	0	0	3
	2	5	6	2	2	0	33	40	13	14	0
113	1	14	22	1	0	0	38	59	3	0	0
	2	0	1	7	7	0	0	7	47	46	0
114	1	13	24	0	0	0	35	65	0	0	0
	2	3	3	6	3	0	20	20	40	20	0
115	1	16	20	0	0	1	43	54	0	0	3
	2	1	2	8	4	0	7	13	53	27	0
116	1	10	22	0	0	5	27	59	0	0	14
	2	2	2	5	6	0	13	14	33	40	0
117	1	18	17	1	0	1	48	46	3	0	3
	2	7	1	3	4	0	47	7	20	26	0
118	1	16	18	2	0	1	43	48	6	0	3
	2	4	2	3	6	0	27	13	20	40	0
119	1	16	20	0	0	1	43	54	0	0	3
	2	2	4	3	6	0	13	27	20	40	0
120	1	11	24	0	0	2	30	65	0	0	5
	2	3	1	3	8	0	20	7	20	53	0
121	1	9	26	1	0	1	24	70	3	0	3
	2	5	2	2	6	0	33	14	13	40	0
122	1	8	25	2	0	2	22	68	5	0	5
	2	6	3	3	3	0	40	20	20	20	0
123	1	4	20	11	1	1	11	54	29	3	3
	2	2	2	2	9	0	13	14	13	60	0

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
124	1	16	20	1	0	0	43	54	3	0	0
	2	4	2	3	6	0	27	13	20	40	0
125	1	19	17	1	0	0	51	46	3	0	0
	2	2	3	7	3	0	13	20	47	20	0
126	1	24	13	0	0	0	65	35	0	0	0
	2	1	3	6	5	0	7	20	40	33	0
127	1	23	14	0	0	0	62	38	0	0	0
	2	2	3	6	4	0	13	20	40	27	0
128	1	21	15	1	0	0	57	40	3	0	0
	2	2	4	6	3	0	13	27	40	20	0
129	1	26	10	1	0	0	70	27	3	0	0
	2	2	6	4	3	0	13	40	27	20	0
130	1	27	10	0	0	0	73	27	0	0	0
	2	2	5	3	5	0	14	33	20	33	0
131	1	3	27	5	0	2	8	73	14	0	5
	2	3	2	1	9	0	20	13	7	60	0
132	1	30	7	0	0	0	81	19	0	0	0
	2	4	1	0	10	0	26	7	0	67	0
133	1	27	10	0	0	0	73	27	0	0	0
	2	4	1	2	8	0	27	7	13	53	0
134	1	29	8	0	0	0	78	22	0	0	0
	2	4	2	1	8	0	27	13	7	53	0
135	1	27	10	0	0	0	73	27	0	0	0
	2	4	1	2	8	0	27	6	13	53	0
136	1	28	8	1	0	0	76	21	3	0	0
	2	3	2	0	10	0	20	13	0	67	0
137	1	19	17	0	0	1	51	46	0	0	3
	2	4	2	1	8	0	27	13	7	53	0
138	1	22	15	0	0	0	59	41	0	0	0
	2	4	1	1	9	0	27	6	7	60	0
139	1	11	21	4	1	0	30	57	10	3	0
	2	2	1	1	11	0	13	7	7	73	0
140	1	16	20	1	0	0	43	54	3	0	0
	2	5	1	0	9	0	33	7	0	60	0
141	1	30	7	0	0	0	81	19	0	0	0
	2	4	1	1	9	0	27	6	7	60	0
142	1	30	7	0	0	0	81	19	0	0	0
	2	4	1	1	9	0	27	6	7	60	0
143	1	27	9	1	0	0	73	24	3	0	0
	2	3	2	1	9	0	20	13	7	60	0
144	1	29	8	0	0	0	78	22	0	0	0
	2	4	2	1	8	0	27	13	7	53	0
145	1	31	6	0	0	0	84	16	0	0	0
	2	2	0	4	9	0	13	0	27	60	0
146	1	25	10	0	2	0	68	27	0	5	0
	2	2	1	1	11	0	13	7	7	73	0
147	1	27	8	0	2	0	73	22	0	5	0
	2	2	2	4	7	0	13	13	27	47	0
148	1	25	10	0	2	0	68	27	0	5	0
	2	2	0	6	7	0	13	0	40	47	0
149	1	22	13	0	2	0	60	35	0	5	0
	2	3	1	5	5	0	20	7	40	33	0

(Table continued on next page)

Table 67 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
150	1	21	15	0	1	0	57	40	0	3	0
	2	5	3	5	2	0	33	20	33	14	0
151	1	18	18	1	0	0	49	49	2	0	0
	2	4	4	2	5	0	27	27	13	33	0
152	1	24	11	0	1	1	65	29	0	3	3
	2	2	2	6	5	0	14	13	40	33	0
153	1	25	11	1	0	0	67	30	3	0	0
	2	5	5	2	3	0	34	33	13	20	0
154	1	19	13	2	2	1	51	35	6	5	3
	2	2	1	2	10	0	13	7	13	67	0
155	1	31	4	1	1	0	84	11	3	2	0
	2	6	4	2	3	0	40	27	13	20	0
156	1	10	21	3	2	1	27	57	8	5	3
	2	3	1	4	7	0	20	6	27	47	0
157	1	17	18	2	0	0	46	49	5	0	0
	2	6	2	3	4	0	40	13	20	27	0
158	1	16	18	2	1	0	43	49	5	3	0
	2	4	5	4	2	0	27	33	27	13	0
159	1	27	9	1	0	0	73	24	3	0	0
	2	5	1	5	4	0	33	7	33	27	0
160	1	15	19	2	1	0	41	51	5	3	0
	2	1	0	4	10	0	6	0	27	67	0
161	1	24	12	1	0	0	65	32	3	0	0
	2	1	1	7	6	0	6	7	47	40	0
162	1	28	9	0	0	0	76	24	0	0	0
	2	2	3	4	6	0	13	20	27	40	0
163	1	27	10	0	0	0	73	27	0	0	0
	2	2	1	5	7	0	13	7	33	47	0
164	1	31	6	0	0	0	84	16	0	0	0
	2	1	4	3	7	0	6	27	20	47	0
165	1	26	11	0	0	0	70	30	0	0	0
	2	0	1	5	9	0	0	7	33	60	0
166	1	32	5	0	0	0	86	14	0	0	0
	2	2	1	1	11	0	13	7	7	73	0
167	1	25	12	0	0	0	68	32	0	0	0
	2	1	1	0	13	0	6	7	0	87	0

APPENDIX E: TABLES 68, 69, and 70

Table 68

Frequencies and Percentages for Full-time Day Students' Responses Indicating the Extent to Which Student Personnel Services Were Needed (Copy 1 of Schedule) and the Extent to Which Student Personnel Services Were Being Performed (Copy 2 of Schedule)

(Copy 1 N=290) (Copy 2 N=288)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
1	1	200	83	2	0	5	69	28	1	0	2
	2	77	125	32	10	44	27	43	11	4	15
2	1	183	90	9	3	5	63	31	3	1	2
	2	74	129	31	16	38	26	45	11	5	13
3	1	107	154	9	3	17	37	53	3	1	6
	2	31	94	44	35	84	11	33	15	12	29
4	1	57	181	33	8	11	20	62	11	3	4
	2	43	90	38	43	74	15	31	13	15	26
5	1	110	155	17	2	6	38	53	6	1	2
	2	68	115	26	30	49	24	40	7	10	17
6	1	95	150	32	3	10	33	52	11	1	3
	2	54	116	30	12	76	19	40	11	4	26
7	1	73	172	30	3	12	26	59	10	1	4
	2	34	94	42	25	93	12	32	15	9	32
8	1	119	128	24	8	11	41	44	8	3	4
	2	45	106	22	15	100	16	37	7	5	35
9	1	101	161	22	1	5	35	56	8	0	1
	2	35	103	33	18	99	12	36	12	6	34
10	1	50	154	54	11	21	17	53	19	4	7
	2	14	65	33	24	152	5	23	11	8	53
11	1	106	122	35	16	11	37	42	12	5	4
	2	44	111	38	31	64	15	39	13	11	22
12	1	162	101	20	5	2	56	35	7	1	1
	2	129	91	22	25	21	45	31	8	9	7
13	1	241	40	6	2	1	83	14	2	1	0
	2	193	87	2	4	2	67	30	1	1	1
14	1	192	75	11	8	4	66	26	4	3	1
	2	154	86	15	19	14	53	30	5	7	5
15	1	158	95	22	8	7	54	33	8	3	2
	2	122	95	17	27	27	43	33	6	9	9
16	1	108	113	49	16	4	37	39	17	6	1
	2	108	71	25	49	35	37	25	9	17	12
17	1	151	96	25	8	10	52	33	9	3	3
	2	131	98	5	26	28	45	34	2	9	10
18	1	117	111	31	24	7	40	38	11	8	2
	2	95	108	24	24	37	33	38	8	8	13
19	1	141	125	8	8	8	49	43	3	3	3
	2	58	85	35	52	58	20	30	12	18	20
20	1	80	154	19	10	27	28	53	7	3	9
	2	18	58	35	68	109	6	20	12	24	38
21	1	70	148	24	24	24	24	51	8	8	8
	2	25	78	24	32	129	9	27	8	11	45

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Table 68 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
22	1	140	117	26	7	0	48	40	9	2	0
	2	102	135	15	13	23	35	47	5	5	8
23	1	62	136	51	26	15	21	47	18	9	5
	2	39	110	24	22	93	14	38	8	8	32
24	1	108	138	27	4	13	37	48	9	1	4
	2	75	100	13	11	89	26	35	4	4	31
25	1	106	153	12	11	8	37	53	4	4	3
	2	45	80	16	57	90	16	28	5	20	31
26	1	124	141	15	5	5	43	49	5	2	2
	2	35	76	22	60	95	12	26	8	21	33
27	1	147	126	7	3	6	51	43	2	1	2
	2	54	104	11	23	96	19	36	4	8	33
28	1	103	136	35	10	6	36	47	12	3	2
	2	72	90	29	70	27	25	31	10	24	10
29	1	83	148	40	9	10	29	51	14	3	3
	2	44	89	35	81	39	15	31	12	28	14
30	1	143	113	21	9	4	49	39	7	3	1
	2	104	83	24	62	15	36	29	8	22	5
31	1	85	137	28	8	32	29	47	9	3	11
	2	68	105	19	48	48	24	36	6	17	17
32	1	103	163	17	3	4	36	56	6	1	1
	2	47	81	31	59	70	16	28	11	21	24
33	1	61	159	50	5	15	21	55	17	2	5
	2	21	48	38	88	93	7	17	13	31	32
34	1	84	133	39	12	22	29	46	13	4	8
	2	14	50	23	89	112	5	17	8	31	39
35	1	87	154	28	3	18	30	53	9	1	6
	2	17	45	28	68	130	6	16	10	23	45
36	1	29	133	83	23	22	10	46	29	8	8
	2	8	47	30	72	131	3	16	10	29	46
37	1	79	170	29	3	9	27	59	10	1	3
	2	22	71	41	45	109	8	25	14	15	38
38	1	61	145	47	10	27	21	50	16	3	9
	2	12	52	29	61	134	4	18	10	21	47
39	1	43	185	42	9	11	15	64	14	3	4
	2	16	90	31	53	98	6	31	11	18	34
40	1	39	115	81	17	38	13	40	28	6	13
	2	11	60	25	46	146	4	20	9	16	51
41	1	103	166	16	1	4	36	57	6	0	1
	2	25	91	27	55	90	9	32	9	19	31
42	1	95	172	17	1	5	33	59	6	0	2
	2	17	82	33	46	100	9	29	11	16	35
43	1	97	165	20	2	6	33	57	7	1	2
	2	22	83	30	43	110	8	29	10	15	38
44	1	113	157	10	3	7	39	54	3	1	2
	2	29	77	28	45	109	10	27	10	15	38
45	1	103	154	21	3	9	36	53	7	1	3
	2	22	97	25	43	101	7	34	9	15	35
46	1	135	139	11	2	3	47	48	4	1	1
	2	47	92	16	47	86	16	32	6	16	30

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Table 68 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
47	1	127	121	27	7	8	44	42	9	2	3
	2	46	94	20	50	78	16	33	7	17	27
48	1	114	144	18	5	9	39	49	6	2	3
	2	39	86	16	61	86	13	30	6	21	30
49	1	103	150	22	6	9	36	52	8	2	3
	2	36	86	19	68	79	12	30	7	24	27
50	1	82	146	35	13	14	28	50	12	4	5
	2	35	84	16	71	82	12	29	6	25	28
51	1	89	158	28	3	12	31	54	9	1	4
	2	32	86	16	67	87	11	30	6	23	30
52	1	63	166	35	7	19	22	57	12	2	7
	2	24	76	26	51	113	8	27	8	18	39
53	1	65	168	33	7	17	22	58	11	2	6
	2	26	87	17	61	99	8	30	6	21	35
54	1	155	118	6	7	4	53	41	2	2	1
	2	52	73	24	49	90	18	25	8	17	32
55	1	124	116	28	12	10	43	40	9	4	3
	2	55	78	20	54	81	19	27	7	19	28
56	1	105	109	43	12	21	36	38	15	4	7
	2	48	58	18	55	109	17	20	6	19	38
57	1	105	157	14	7	7	36	54	5	2	2
	2	50	100	12	43	83	17	35	4	15	29
58	1	133	144	9	0	4	46	50	3	0	1
	2	32	81	15	43	117	11	28	5	15	41
59	1	126	151	10	0	3	43	52	4	0	1
	2	23	74	25	42	124	8	26	9	16	43
60	1	112	144	14	9	11	38	50	5	4	4
	2	31	56	20	49	132	11	19	7	17	46
61	1	126	140	9	3	11	43	48	4	1	4
	2	27	57	19	46	139	9	20	7	16	48
62	1	122	153	11	1	3	42	53	4	0	1
	2	28	79	19	43	118	10	27	7	15	41
63	1	143	137	7	1	2	49	47	3	0	1
	2	53	85	23	35	92	18	30	8	12	32
64	1	45	78	41	90	36	16	27	14	31	12
	2	14	39	24	53	157	5	14	8	18	55
65	1	86	153	21	12	18	30	53	7	4	6
	2	32	64	22	33	136	11	22	8	12	47
66	1	56	160	46	8	20	19	55	16	3	7
	2	26	64	18	26	155	9	22	6	9	54
67	1	34	115	81	32	28	12	40	28	11	9
	2	11	35	26	40	176	4	12	9	14	61
68	1	72	154	31	10	23	25	53	10	4	8
	2	16	42	30	29	170	6	14	11	10	59
69	1	100	147	17	3	23	35	51	5	1	8
	2	16	67	14	29	162	6	23	5	10	56

Table 69

Frequencies and Percentages for Part-time Night Students' Responses Indicating the Extent to Which Student Personnel Services Were Needed (Copy 1 of Schedule) and the Extent to Which Student Personnel Services Were Being Performed (Copy 2 of Schedule)

(Copy 1 N=136) (Copy 2 N=137)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
1	1	85	48	2	0	1	63	35	1	0	1
	2	41	36	18	3	39	30	26	13	2	29
2	1	75	50	7	3	1	55	37	5	1	2
	2	38	54	11	5	29	28	39	8	4	21
3	1	67	54	8	0	7	49	40	6	0	5
	2	18	30	12	19	58	13	22	9	14	42
4	1	33	73	24	2	4	24	54	18	1	3
	2	17	25	17	12	66	12	18	12	9	48
5	1	50	73	7	2	4	37	54	5	1	3
	2	22	32	12	11	60	16	23	9	8	44
6	1	55	56	16	3	6	40	42	12	2	4
	2	16	37	15	10	59	12	27	11	7	43
7	1	51	66	8	4	7	38	48	6	3	5
	2	18	38	16	11	54	13	28	12	8	39
8	1	48	61	10	3	14	36	45	7	2	10
	2	25	23	11	10	68	18	17	8	7	50
9	1	48	61	16	4	7	35	45	12	3	5
	2	17	27	13	12	68	12	20	9	9	50
10	1	27	62	31	4	12	20	46	22	3	9
	2	13	22	16	13	73	10	16	12	9	53
11	1	56	57	15	2	6	42	42	11	1	4
	2	28	47	23	9	30	20	34	17	7	22
12	1	83	32	13	4	4	61	23	10	3	3
	2	64	47	4	12	10	47	34	3	9	7
13	1	111	21	3	1	0	82	15	2	1	0
	2	91	40	2	2	2	66	29	2	2	1
14	1	79	41	7	2	7	58	31	5	1	5
	2	58	37	19	9	14	42	27	14	7	10
15	1	82	36	10	3	5	60	27	7	2	4
	2	55	40	14	14	14	40	30	10	10	10
16	1	29	34	40	20	13	21	26	29	15	9
	2	26	26	15	37	33	19	19	11	27	24
17	1	52	41	21	12	10	38	31	15	9	7
	2	46	36	11	17	27	34	26	8	12	20
18	1	51	38	20	19	8	38	27	15	14	6
	2	38	43	15	19	22	28	31	11	14	16
19	1	70	57	5	3	1	52	41	4	2	1
	2	37	33	14	22	31	27	24	10	16	23
20	1	55	53	11	10	7	40	40	8	7	5
	2	13	22	18	28	56	10	16	13	20	41
21	1	39	60	13	12	12	29	44	9	9	9
	2	16	21	11	27	62	12	15	8	20	45
22	1	57	46	16	7	10	42	34	12	5	7
	2	49	48	10	15	15	36	35	7	11	11
23	1	38	46	27	13	12	28	34	19	10	9
	2	29	41	12	11	44	21	30	9	8	32

(Table continued on next page)

Table 69 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
24	1	59	43	18	5	11	43	32	13	4	8
	2	31	39	5	11	51	23	28	4	8	37
25	1	54	64	5	7	6	40	46	4	5	4
	2	21	24	8	32	52	15	18	6	23	38
26	1	71	53	8	3	1	52	39	6	2	1
	2	17	16	5	37	62	12	12	4	27	45
27	1	71	54	4	5	2	52	40	3	4	1
	2	26	20	6	15	70	19	15	4	11	51
28	1	43	62	24	0	7	32	45	18	0	5
	2	23	38	12	36	28	17	28	9	26	20
29	1	27	69	20	3	17	20	50	15	2	13
	2	10	32	17	39	39	7	23	12	29	29
30	1	49	53	18	10	6	36	39	13	7	5
	2	25	27	13	39	33	18	20	10	28	24
31	1	49	58	14	7	8	36	43	10	5	6
	2	33	37	17	23	27	24	27	12	17	20
32	1	48	67	15	0	6	36	49	11	0	4
	2	15	28	17	31	46	11	20	12	23	34
33	1	26	65	23	9	13	19	48	17	6	10
	2	8	11	20	32	66	6	8	15	23	48
34	1	54	49	21	7	3	40	36	15	5	4
	2	9	9	6	45	68	7	7	4	33	49
35	1	48	67	9	3	9	35	49	7	2	7
	2	7	29	5	24	72	5	21	4	17	53
36	1	22	51	38	12	13	16	38	27	9	10
	2	2	11	15	27	82	1	8	11	20	60
37	1	47	73	10	4	2	35	54	7	3	1
	2	8	28	21	22	58	6	21	15	16	42
38	1	42	61	19	5	9	30	45	14	4	7
	2	7	21	13	30	66	5	15	10	22	48
39	1	31	71	14	10	10	23	52	10	8	7
	2	7	28	12	30	60	5	20	9	22	44
40	1	19	44	44	14	15	14	32	32	11	11
	2	3	15	11	34	74	2	11	8	25	54
41	1	48	68	13	3	4	35	50	10	2	3
	2	11	16	17	33	60	8	12	12	24	44
42	1	44	68	12	6	6	33	50	9	4	4
	2	5	22	19	29	62	4	16	14	21	45
43	1	45	69	14	2	6	33	51	10	2	4
	2	5	19	19	32	62	4	14	14	23	45
44	1	53	61	17	3	2	39	45	13	2	1
	2	6	22	21	28	60	4	16	15	21	44
45	1	53	54	21	0	8	39	40	15	0	6
	2	6	24	21	26	60	4	18	15	19	44
46	1	57	62	13	2	2	42	46	10	1	1
	2	18	26	14	23	56	13	19	10	17	41
47	1	57	52	14	7	6	42	39	10	5	4
	2	16	16	17	29	59	12	12	12	21	43

(Table continued on next page)

Table 69 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
48	1	43	64	14	4	11	32	47	10	3	8
	2	4	14	11	40	68	3	10	8	29	50
49	1	37	58	25	11	5	27	43	19	8	3
	2	9	15	12	38	63	7	11	9	28	46
50	1	20	43	41	21	11	15	32	30	15	8
	2	5	10	7	42	73	4	7	5	31	53
51	1	36	60	20	11	9	26	44	15	8	7
	2	8	14	8	40	67	6	10	6	29	49
52	1	23	63	28	12	10	17	46	21	9	7
	2	4	20	10	40	63	3	15	7	29	46
53	1	36	67	20	5	8	26	49	15	4	6
	2	7	20	7	37	66	5	15	5	27	48
54	1	69	60	3	2	2	51	44	2	2	1
	2	15	22	6	25	69	11	16	5	18	50
55	1	44	62	21	4	5	32	46	15	3	4
	2	18	27	11	19	62	13	20	8	14	45
56	1	28	46	35	10	17	21	34	25	7	13
	2	10	24	11	26	66	7	18	8	19	48
57	1	47	61	12	6	10	35	45	9	4	7
	2	17	33	6	15	66	13	24	4	11	48
58	1	72	49	8	2	5	53	36	6	1	4
	2	18	23	7	22	67	13	17	5	16	49
59	1	73	52	5	1	5	24	37	4	1	4
	2	11	26	5	32	62	8	19	4	23	46
60	1	61	61	6	4	4	45	45	4	3	3
	2	14	17	9	26	71	10	12	7	19	52
61	1	70	53	8	0	5	52	38	6	0	4
	2	10	19	3	33	72	7	14	2	24	53
62	1	57	63	11	2	3	42	46	8	2	2
	2	14	20	5	29	69	10	15	4	21	50
63	1	75	53	5	1	2	55	39	4	1	1
	2	15	25	4	29	64	11	18	3	21	47
64	1	12	30	34	41	19	9	22	25	30	14
	2	4	7	5	38	83	3	5	4	28	60
65	1	42	66	17	5	6	30	49	13	4	4
	2	9	17	6	27	78	7	12	4	20	57
66	1	21	67	29	6	13	15	49	22	4	10
	2	4	17	9	16	91	3	12	7	12	66
67	1	20	33	39	24	20	14	24	29	18	15
	2	3	11	4	24	95	2	8	3	18	69
68	1	44	63	16	5	8	32	46	12	4	6
	2	4	9	9	21	94	3	7	6	15	69
69	1	51	67	6	4	8	38	49	4	3	6
	2	11	12	6	14	94	8	9	4	10	69

Table 70

Frequencies and Percentages for Faculty Members Indicating the Extent to Which Student Personnel Services Were Needed (Copy 1 of Schedule) and the Extent to Which Student Personnel Services Were Being Performed (Copy 2 of the Schedule)

(N=190)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
1	1	156	34	0	0	0	82	18	0	0	0
	2	46	83	29	5	27	24	44	15	3	14
2	1	145	43	0	1	1	76	22	0	1	1
	2	51	83	29	1	26	27	44	15	1	13
3	1	93	82	13	0	2	49	43	7	0	1
	2	27	38	39	31	55	14	20	21	16	29
4	1	73	98	10	5	4	38	52	5	3	2
	2	28	37	37	48	40	14	20	20	25	21
5	1	120	68	2	0	0	63	36	1	0	0
	2	56	57	41	13	23	29	30	22	7	12
6	1	117	68	2	1	2	61	36	1	1	1
	2	44	61	38	15	32	23	32	20	8	17
7	1	101	84	3	0	2	53	44	2	1	0
	2	37	57	38	21	37	20	30	20	11	19
8	1	126	59	2	0	3	66	31	1	0	2
	2	70	64	18	7	31	36	34	10	4	16
9	1	112	69	7	0	2	59	36	4	0	1
	2	56	62	31	9	32	29	33	16	5	17
10	1	67	97	13	2	11	35	51	7	1	6
	2	34	38	39	22	57	18	20	20	12	30
11	1	112	62	8	1	7	59	33	4	1	3
	2	41	69	32	19	29	22	36	17	10	15
12	1	156	30	3	1	0	82	16	1	1	0
	2	97	64	11	9	9	51	33	6	5	5
13	1	173	15	2	0	0	91	8	1	0	0
	2	133	51	3	1	2	70	27	1	1	1
14	1	129	49	9	1	2	68	26	4	1	1
	2	94	61	13	6	16	50	32	7	3	8
15	1	114	57	14	2	3	60	30	7	1	2
	2	71	59	15	16	29	38	31	8	8	15
16	1	96	63	22	5	4	50	33	12	3	2
	2	66	41	14	25	44	35	22	7	13	23
17	1	124	50	14	2	0	65	26	8	1	0
	2	84	55	10	18	23	44	29	5	10	12
18	1	114	66	7	0	3	60	35	4	0	1
	2	61	48	4	19	22	32	25	21	10	12
19	1	122	61	4	2	1	64	32	2	1	1
	2	40	44	24	39	43	21	23	13	20	23
20	1	93	82	5	3	7	49	43	3	1	4
	2	11	10	27	80	62	6	5	14	42	33
21	1	36	103	17	19	15	19	54	9	10	8
	2	16	50	35	35	54	8	26	18	18	28
22	1	104	75	6	2	3	55	40	3	1	1
	2	61	69	21	17	22	32	36	11	9	12
23	1	49	97	28	3	13	26	51	15	1	7
	2	36	45	34	38	37	19	24	18	20	19

(Table continued on next page)

Table 70 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
24	1	113	66	6	3	2	60	35	3	1	1
	2	58	66	21	12	33	31	35	11	6	17
25	1	103	81	2	1	3	54	43	1	1	1
	2	47	32	12	53	46	25	17	6	28	24
26	1	78	90	10	7	5	41	47	5	4	3
	2	32	29	17	63	49	17	15	9	33	26
27	1	94	84	8	2	2	50	44	4	1	1
	2	33	55	26	33	43	17	29	14	17	23
28	1	67	102	16	1	4	35	54	8	1	2
	2	67	51	20	36	16	35	27	11	19	8
29	1	52	97	29	0	12	27	51	15	0	6
	2	39	34	33	53	31	21	18	17	28	16
30	1	127	53	8	2	0	67	28	4	1	0
	2	66	53	17	41	13	35	28	9	22	7
31	1	69	76	21	6	18	36	40	11	3	10
	2	34	51	21	48	36	18	27	11	25	19
32	1	71	108	7	0	4	37	57	4	0	2
	2	32	64	46	27	21	17	34	24	14	11
33	1	34	126	20	1	9	18	66	11	0	5
	2	14	28	28	72	48	7	15	15	38	25
34	1	57	107	11	2	13	30	56	6	1	7
	2	14	35	25	69	47	8	18	13	36	25
35	1	70	91	15	4	10	37	48	8	2	5
	2	6	10	23	92	59	3	5	12	48	31
36	1	39	106	29	5	10	21	56	15	3	5
	2	14	18	22	77	59	7	9	12	41	31
37	1	74	104	6	2	4	39	55	3	1	2
	2	21	33	36	44	56	11	17	19	23	30
38	1	47	100	20	3	20	25	53	11	1	10
	2	9	22	30	6	73	5	12	16	29	38
39	1	46	116	13	3	12	24	61	7	2	6
	2	11	24	39	59	57	6	13	21	31	30
40	1	32	99	25	9	25	25	17	52	13	5
	2	12	16	24	44	94	6	8	13	23	50
41	1	63	109	7	2	9	33	57	4	1	5
	2	17	19	24	59	71	9	10	13	31	37
42	1	71	100	11	1	7	37	53	6	0	4
	2	21	25	33	53	58	11	13	17	28	31
43	1	77	91	12	2	8	41	48	6	1	4
	2	17	32	30	48	63	9	17	16	25	33
44	1	91	85	7	2	5	48	45	4	1	2
	2	18	34	30	51	57	9	18	16	27	30
45	1	80	95	10	2	3	42	50	5	1	2
	2	23	33	41	38	55	12	17	22	20	29
46	1	120	66	2	1	1	63	34	1	1	1
	2	30	49	30	33	48	16	26	16	17	25
47	1	120	65	3	1	1	63	34	1	1	1
	2	33	40	31	43	43	17	21	16	23	23
48	1	73	101	12	0	4	39	53	6	0	2
	2	36	35	16	61	42	19	18	9	32	22

(Table continued on next page)

Table 70 (Continued)

Item Number	Copy	Response Frequencies					Response Percentages				
		1	2	3	4	5	1	2	3	4	5
49	1	80	98	8	1	3	42	52	4	1	1
	2	41	41	13	60	35	22	22	7	31	18
50	1	74	92	17	2	5	39	48	9	1	3
	2	38	39	12	59	42	20	21	6	31	22
51	1	85	85	11	3	6	45	45	5	2	3
	2	39	35	13	61	42	21	18	7	32	22
52	1	58	94	20	4	14	31	50	10	2	7
	2	30	29	14	62	55	16	15	7	33	29
53	1	59	105	15	5	6	31	55	8	3	3
	2	28	30	13	64	55	15	16	6	34	29
54	1	115	67	6	2	0	61	35	3	1	0
	2	31	38	21	67	33	16	20	11	35	18
55	1	104	79	4	2	1	55	42	2	1	0
	2	31	35	22	68	34	16	18	12	36	18
56	1	92	80	11	2	5	48	42	6	1	3
	2	27	32	15	74	42	14	17	8	39	22
57	1	99	82	5	2	2	52	43	3	1	1
	2	35	46	15	63	31	19	24	8	33	16
58	1	104	77	4	1	4	55	40	2	1	2
	2	30	25	11	67	57	16	13	6	35	30
59	1	90	90	5	2	3	47	47	3	1	2
	2	23	24	19	66	58	12	13	10	35	30
60	1	89	85	5	2	9	47	45	2	1	5
	2	25	23	13	70	59	13	12	7	37	31
61	1	83	97	8	1	1	43	51	4	1	1
	2	19	23	8	75	65	10	12	4	40	34
62	1	85	98	3	2	2	45	51	2	1	1
	2	24	27	12	70	57	13	14	6	37	30
63	1	103	77	7	2	1	54	41	3	1	1
	2	27	39	17	65	42	14	21	9	34	22
64	1	35	63	27	41	24	18	33	14	22	13
	2	11	14	10	76	79	6	7	5	40	42
65	1	58	110	11	2	9	30	58	6	1	5
	2	19	32	9	65	65	10	17	5	34	34
66	1	76	96	11	1	6	40	50	6	1	3
	2	27	32	37	35	59	14	17	20	18	31
67	1	42	86	34	11	17	22	45	18	6	9
	2	12	23	17	63	75	6	12	9	33	40
68	1	73	97	11	2	7	38	51	6	1	4
	2	15	19	33	45	78	8	10	17	24	41
69	1	97	79	3	2	9	51	42	1	1	5
	2	14	22	21	46	87	7	12	11	24	46